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NOTE—Printed order of articles does not imply relative merit. Opinions expressed are not necessarily those of the editorial staff. The interest and cooperation of all the *Journal* contributors are appreciated.

La Producción Literaria Española de 1946

QUISIERA tener habilidad para dar a los lectores de esta prestigiosa revista una idea clara de la producción literaria española en el momento actual. Los libros que se publican en este país son muchos, y será preciso hacer una selección de lo más importante, ya que es natural que a esta serie de obras se les pueda aplicar aquello que Marcial decía de sus epigramas: *Sunt bona, sunt quaedam mediocria, sunt mala plura*. Limitada la materia a las obras literarias buenas y aun a algunas no tan buenas, reduciré también, por otro lado el tiempo de nuestro estudio al período de un año, que termina en Junio de 1947, aunque del 1946 se citen por excepción libros publicados antes de Junio.

Si un estudioso americano visitara la Feria del Libro, que está celebrándose actualmente en Madrid (1 al 20 de Junio), vería con los ojos de la carne el alcance material de las editoriales españolas y acaso le admirase el volumen y la cantidad de la producción librera española de hoy. Habiendo de luchar con las dificultades de papel y otras de tipo económico, pasma que se publiquen tantos libros. ¡Lástima que resulten un poco caros, al menos para nuestras posibilidades!

REVISTAS. Hagamos una seria selección de las obras que tengan valor literario, y principiemos por las revistas. Se siguen publicando algunas, seguramente conocidas de los lectores de *The Modern Language Journal* desde hace muchos años: así la *Revista de Filología Española*, que llega ya al volumen XXIX, dedicada a la filología y a la historia de la literatura; el *Boletín de la Real Academia Española*, que llega al volumen XXV y cuyos índices generales están ya en la imprenta, y que es un arsenal de datos literarios y lingüísticos (ahora se ocupa con verdadero interés del idioma ibérico). Otras son nuevas, es decir, iniciadas después de 1939, entre las cuales merece especial mención la titulada *Cuadernos de Literatura Contemporánea*, en la que han aparecido utilísimas monografías sobre Benavente, Marquina, Arniches, Valle Inclán, Ricardo León, Pemán, y otros. En el año 1946 ha tomado el título de *Revista de Literatura*, para dar más amplio cauce a sus columnas, y tratar la literatura antigua y la moderna. Nueva es la *Revista de Dialectología y Tradiciones Populares* (1944), que trata de estos temas filológicos y folklóricos con la más absoluta precisión científica. Y nueva es también la titulada *Bibliotheca Hispana* (1943), especialmente dedicada a la bibliografía, según la clasificación decimal, y en la que se reseñan los libros con una indicación del contenido

y un juicio sobre su valor. La filología y la literatura se tratan en la sección III. En este mes de Junio en que escribo se ha publicado el primer número de *Vida Española*, en la que colaboran Don Ramón Menéndez Pidal, Don Manuel Gómez Moreno, Don Juan Ramón Jiménez, y otros escritores del mayor prestigio: dirige la revista el excelente poeta Don Luis Rosales.

Otras revistas, que habían dejado de publicarse antes de 1936 por diversos motivos, han vuelto a aparecer con renovada vitalidad: así la *Revista de la Biblioteca, Archivo y Museo del Ayuntamiento de Madrid* (1944); que ha publicado sus índices de los XII volúmenes anteriores; el *Boletín de la Sociedad Menéndez y Pelayo*; y la *Revista de Archivos, Bibliotecas y Museos* (1947), órgano del Cuerpo de Archiveros, Bibliotecarios y Arqueólogos, y en la cual volverán a recogerse documentos y monografías de interés para la historia literaria.

Revistas no tan estrictamente profesionales pueden interesar a los estudiosos de la literatura: v. gr. *Escorial, El Correo Erudito*. Y alguna, como *La Estafeta Literaria* ha desaparecido, no sin dejar honda huella entre los escritores actuales, por dedicar su atención a las novedades, más o menos atrevidas.

BIBLIOGRAFIA. La Biblioteca Nacional de Madrid continúa la serie de sus prestigiosas publicaciones. Citemos el *Catálogo de Incunables*, obra de los bibliotecarios Don Diosdado García Rojo y Don Gonzalo Ortiz Montalbán. Prepara el *Índice de los libros españoles de los siglos XVI y XVII*, y el *Catálogo de papeles varios*, que son importantísimos para conocer la riqueza bibliográfica española.

Patrocinado por el Ministerio de Asuntos Exteriores viene publicando Don Francisco Vindel una serie de libros sobre el *Arte tipográfico en España durante el siglo XV*: en el tiempo que reseñamos han aparecido los volúmenes relativos a Salamanca, Zamora, Soria y reino de Galicia, y los de Valencia, Mallorca y Murcia. Son libros los de Vindel en que abunda la documentación gráfica, impresos a todo lujo, y que mejoran sin duda la clásica obra de Conrad Haebler.

La revista *Bibliografía Hispánica*, órgano del Instituto Nacional del Libro Español, alterna artículos doctrinales con papeletas bibliográficas: en ella han aparecido varios artículos valiosos, como la continuación de la *Bibliografía Madrileña* de Pérez Pastor, obra del bibliotecario Don Antonio Sierra Corella.

Más que por su valor intrínseco, merece citarse por ser el primer ejemplo de su clase aparecido en España, la *Historia de la literatura universal*, dirigida por Don Ciriaco Pérez Bustamante, redactada por varios especialistas: en breves y densos capítulos da un resumen de la producción literaria de las distintas naciones del mundo actual. Camino parecido sigue Don José Campos en otra obra del mismo título.

FILOLOGIA. El profesor de la Universidad de Madrid Don Juan

Zaragüeta y Bengoechea ha estudiado *El language y la filosofía*, libro en que los fenómenos lingüísticos se encasillan dentro de sus orígenes ideológicos, buscándose la causa de las derivaciones semánticas y de los cambios sintácticos.

Gran resonancia ha tenido el folleto del veterano Secretario de la Real Academia Española, autor de un buen *Diccionario ideológico* de nuestra lengua, Don Julio Casares, titulado *El idioma como instrumento y el diccionario como símbolo*. Y muestra de la enorme vitalidad del idioma patrio se ve en el discurso para su recepción en la Real Academia Española de Don E. Terradas, *Neologismos, arcaísmos y sinónimos en plática de ingenieros*, libro que abre caminos insospechados a la expansión del español.

Citemos como útil y práctico el *Diccionario de la rima*, por Pascual Bloise Campoy, con un tratado de versificación de la poesía castellana.

En nuestra filología merece especial y honrosa mención el *Manual de dialectología española*, por Vicente García de Diego, patrocinado por el Instituto de Cultura Hispánica. Es un estudio genérico de los dialectos y de los derivados del idioma castellano, y tras una expresión de las áreas fonéticas o léxicas, se estudian el gallego, el asturiano leonés, el mirandés, el montañés, el asturiano, el vasco, el leonés, el pirenaico, el aranés, el aragonés, el catalán y el mozárabe.

Otro trabajo notable es el de Lorenzo Rodríguez Castellano, *Aspiración de la hache en el oriente de Asturias*, estudio monográfico ceñido a una pequeña área lingüística (Oviedo, 1947).

El léxico rural del noroeste ibérico, de Fritz Krüger, ha sido traducido por Emilio Lorenzo Criado en los Anejos de la R.F.E.

ARABE y HEBREO. El estudio de la cultura arabigoespañola y de la hebraicaespañola continúa con el mayor entusiasmo.

Por lo que toca al árabe está polarizado el estudio en el Instituto "Miguel Asín" con sus Escuelas de Estudios Arabes de Madrid y de Granada, y cuyo órgano de comunicación con el público es la prestigiosa revista *Al-Andalus*, que viene publicándose desde 1933 y va ya por el volumen XII.

Se ha iniciado la publicación de *Obras escogidas* de Don Miguel Asín Palacios (1944), y ya está en circulación el primer volumen (1946), que contiene estudios sobre los filósofos hispano-musulmanes Ibn Masarra, de Córdoba; Ibn Abbad, de Ronda, posible precursor de San Juan de la Cruz; Ibn al-Arif, y otros.

El que redacta estas líneas ha dado a luz las *Versiones castellanas del "Sendebär"*, donde se recogen todos los textos de esta colección de cuentos que han sido puestos en lengua española: el famoso *Libro de los engaños e assayamientos de las mujeres*, la *Novela* de Diego Cañizares, el *Libro de los siete sabios de Roma*, que circuló a nombre de Marco Pérez, y *La historia lastimera del Príncipe Erasto*, que tradujo del italiano Pedro Hurtado de la

Vera. Textos casi todos ellos inaccesibles a los lectores de hoy, por la rareza de sus ediciones modernas.

Manuel Ocaña Jiménez, en sus *Tablas de conversión de datas islámicas a cristianas y viceversa*, fundamentadas en nuevas fórmulas de coordinación y compulsa, facilita el conocimiento de la complicada cronología islámica.

Patrocinado por el reciente Instituto de Estudios Africanos, ha publicado Don Isidro de las Cagigas, *Los Mozárabes—Minorías étnico-religiosas de la Edad Media española* (vol. I, 1946), donde se resumen con habilidad los datos esparcidos en las crónicas y en las monografías especiales anteriores sobre esta materia tan especialmente hispánica.

Los estudios hebraicos están dirigidos por el Instituto "Benito Arias Montano," cuyo órgano es la revista *Sefarad*, empezada a publicar después de la guerra. Temas bíblicos así como rabínicos se estudian en ella; y se da cuenta del estado de las cuestiones científicas que puedan interesar a sus lectores.

Ha iniciado el Instituto una "Biblioteca Hebraico Española," de volúmenes en 8º, de grata presentación, y han salido dos tomitos, debidos a la muy erudita pluma de Don José M^a Millás Vallicrosa: *Selomo ibn Gabirol, como poeta y filósofo*, es el primero; y *Yehuda Ha-Levi, como poeta y apolo-gista*, es el segundo. La personalidad y la obra de cada uno de estos escritores judíos está perfectamente analizada, con la más exacta precisión científica y con arreglo a la bibliografía más especializada.

HISTORIA DE LA LITERATURA ESPAÑOLA. COLECCIONES DE TEXTOS. El estudio de nuestra brillante literatura de tiempos pretéritos atrae cada día con más entusiasmo a una pléyade de estudiosos, que buscan en los archivos y bibliotecas los datos que puedan documentar la vida y la obra de nuestros antepasados. Las grandes y conocidas colecciones de textos literarios prosiguen su incansable labor.

Se está reimprimiendo la benemérita *Biblioteca de Autores Españoles*, de Rivadeneyra, y se ha puesto ya en circulación el volumen XXV. La colección de "Clásicos Castellanos" de La Lectura, que continúa hace años la editorial Espasa-Calpe, sigue publicando volúmenes nuevos y reimprimiendo otros que se agotan: alguno será citado después. Prosigue también la "Biblioteca Literaria del Estudiante," bajo los auspicios del Consejo Superior de Investigaciones, sucesor de las actividades del Centro de Estudios Históricos. El Consejo hace también la colección "Clásicos Españoles," donde han aparecido las *Obras* de Pedro de Medina y las *Epístolas* de Juan Verzosa, y donde está a punto de salir la reimpresión del *Romancero General, 1600-1605*. La Real Academia Española reanuda su "Biblioteca Selecta," de la que ya han salido cuatro volúmenes. Una colección divulgadora nueva, después de la guerra, publica la Editora Nacional, con el título genérico de "Breviarios del Pensamiento Español," donde hay textos desde Séneca y San Isidoro hasta Valera y Pérez Galdós. Similar es la colección "Cisneros," de la editorial Atlas.

EDAD MEDIA. Antes de reseñar las obras importantes de la literatura española medieval, recientemente aparecidas, debo mencionar la edición de los *Himnos a los Mártires*, de Prudencio, con un estudio preliminar y con notas por Don Marcial José Bayo, en los "Clásicos Emérita."

Todavía se reimprime el *Poema del Cid*, v. gr. en la edición que reproduce el texto de Menéndez Pidal, puesto en versificación moderna por Luis Guarner, con notas de éste y con un prólogo de Dámaso Alonso. Para la "Biblioteca Literaria del Estudiante" ha hecho Manuel Cardenal una selección de prosa de *Alfonso el Sabio*. En "Clásicos Castellanos" ha editado el joven profesor Alonso Zamora Vicente el *Poema de Fernán González*. José M^a Castro y Calvo ha presentado el *Libro de la Caza*, de Don Juan Manuel, con un estudio sobre este deporte en la Edad Media.

Ejemplos de literatura catalana son *Lo somni*, de Bernat Metge, edición, prólogo y notas de Antonio Vilanova Andreu; y las *Obras* de Pero de Martínez, escritor catalán del siglo XV, editadas también con prólogo y notas por Martín de Riquer.

SIGLO XVI. Con motivo de la celebración del centenario de Antonio de Nebrija se han publicado algunos trabajos sobre el patriarca de la filología española. Uno es el titulado *Miscelánea Nebrija*, volumen I, que contiene estudios relacionados, por regla general, con el autor de la *Gramática castellana*: esta *Miscelánea* forma el núcleo fundamental de sendos números de la *Revista de Filología Española*, y de la revista *Emérita*.

Está en proyecto la publicación de las obras completas de Nebrija, por Don Pascual Galindo Romero y Don Luis Ortiz Muñoz. Acaba de aparecer, al cuidado de estos dos eruditos profesores, la *Gramática castellana* de Elio Antonio, que tiene la reproducción fotográfica de la edición príncipe, la transcripción moderna, y un estudio sobre Nebrija como gramático.

Se ha hecho segunda edición del *Cancionero de Romances impreso en Amberes, sin año*; edición facsímil, con una introducción por R. Menéndez Pidal. En la colección "Clásicos Castellanos" se ha impreso la obra de Montemayor, *Los siete libros de la Diana*, con prólogo y notas de Francisco López Estrada, catedrático de la Universidad de La Laguna.

Obra que hay que marcar con raya blanca, por lo que significa en el renacimiento actual de los estudios renacentistas es la versión de las *Epístolas* de Juan Verzosa, hecha en verso suelto castellano por José López de Toro, de la Biblioteca Nacional. Miles de hexámetros puestos en endecasílabos libres sacan de la oscuridad la obra brillante de un horaciano del siglo XVI, cuyas obras sirven además de satisfacer un placer estético, para conocer la vida de aquel siglo en lugar tan caracterizado como Roma.

Otros textos editados han sido los de Juan Espinosa, *Diálogo en laude de las mujeres*, por Angela González Simón, en la "Biblioteca de Antiguos Libros Hispánicos"; la *Obra selecta de Fr. Luis de Granada*, por el P. Antonio Francho, en la "Biblioteca de Autores Cristianos"; y *La navidad de los nocturnos en 1591*; actas de la famosa academia valenciana en la sesión

del 25 de Noviembre, editada y anotada por Arturo Zabala, en Valencia.

Estudios importantes sobre temas del siglo XVI son los de Pedro Lain Entralgo, *La antropología en la obra de Fray Luis de Granada*, que estudia tres partes: el mundo visible, antropología, optimismo y pesimismo de Fr. Luis de Granada, con análisis de las directrices mentales del famoso escritor dominico; el de Dámaso Alonso, *La poesía de San Juan de la Cruz*, reimpresso en la colección "Crisol," de Aguilar, 1946; y del autor de estas líneas sobre *Gonzalo Pérez, secretario de Felipe II*, el primer traductor español de la *Ulysea* de Homero, personaje de grandes relaciones con literatos italianos como Bembo o el Aretino y españoles como Páez de Castro, Ambrosio de Morales, Jerónimo Zurita, y otros.

SIGLO XVII. Temas del siglo XVI y del siglo XVII son abordados en mi otro *Del "Lazarillo" a Quevedo*, donde se estudia algo sobre el origen y carácter de la novela picaresca y se aclara la semblanza de ciertos escritores como Francisco de Figueroa, el Maestro Juan López de Hoyos, el Padre Fray Juan de los Angeles, y donde se reunen varias monografías sobre la persona del gran Don Francisco de Quevedo, sobre sus pleitos y sobre sus amoríos.

Sobre el propio Quevedo, y con motivo del pasado centenario (1945) se han publicado algunos trabajos notables, v. gr. el del Duque de Maura, *Conferencias sobre Quevedo*, pronunciadas en la Academia de Jurisprudencia y en el Instituto Británico de Madrid, y de Don Agustín González de Amezá, *Las almas de Quevedo*, leído en la Real Academia Española.

España se dispone a celebrar con entusiasmo el cuarto centenario del nacimiento de Cervantes. Seguramente en la crónica siguiente habrá gran cantidad de libros interesantes que reseñar en relación con el Manco sano. Hoy ya podemos señalar algún libro valioso publicado este año: así el de Juan Givanel y Mas (recientemente fallecido), *Historia gráfica de Cervantes y del Quijote*, donde se recoge todo lo relativo a ilustraciones cervantinas; el de José Sedó Peris-Mencheta, *Ensayo de una bibliografía de miscelánea cervantina*; comedias, historietas, novelas, poemas, zarzuelas, entre otros, inspiradas en Cervantes o en sus obras, con más de un millar de fichas, libros todos de la colección del autor, la más rica entre las particulares del mundo en asuntos cervantinos. Y la de Victoriano García Martí, *Don Quijote y su mejor camino*.

Sigue interesando la figura de Lope de Vega, y su comedia *La malcasada*, adaptada por Manuel Machado, se ha representado en el Teatro Español de Madrid en la temporada pasada, con gran aplauso del público.

El erudito profesor Don Joaquín de Entrambasaguas, autor de una conocida *Vida de Lope*, y de otros *Estudios*, recientemente publicados de nuevo, ha dado el primer tomo de otro estudio biográfico y crítico del Fénix, en su voluminoso libro *Vivir y crear de Lope de Vega*; abarca la primera parte, o sea, la biografía del poeta, en la cual el autor ha prescindido, no

sé si con acierto, del aparato erudito de notas y documentos que comprueben sus asertos.

Ha salido, por fin, y al cabo de casi sesenta años de anuncios, el *Tirso* de la excelentísima Doña Blanca de los Ríos de Lampérez. Es el volumen I de las *Obras completas* del famoso mercedario, donde se estudia el teatro del Siglo de Oro, su expansión y sus imitadores, y críticos; se hace la cronología biográfica de Téllez; se da un índice de los errores que falsificaron la biografía de Tirso y se pone a cada obra su estudio analítico. Ha defraudado un poco a los doctos esta trabajosa obra de la ilustre escritora, ya que se ha obcecado en hacer girar la biografía de Tirso sobre el hecho de ser hijo natural del Duque de Osuna, cosa que casi nadie cree documentada, y los resultados no pueden ser mas confusionistas. Los datos nuevos, acopiados a través de años y más años de buscas, son manejados a veces extrañamente, por ese prejuicio obsesionante; y ese mismo prejuicio lleva a la autora a conclusiones muy raras sobre las relaciones de Tirso con Cervantes, con Quevedo y con otros contemporáneos.

Se han puesto al alcance del público docto varios textos importantes para la historia literaria. Por ejemplo el de Luis Carrillo y Sotomayor, *Libro de la erudición poética*, edición de Manuel Cardenal Iracheta, en la "Biblioteca de Antiguos Libros Hispánicos"; de Gabriel Bocangel y Unzueta, *Obras*, edición de R. Benítez Claros, volúmenes I y II; la *Relación* de Don Juan de Persia, prólogo y notas de Narciso Alonso Cortes, en la "Biblioteca Selecta de la Real Academia Española"; *La Cintia de Aranjuez*, de Gabriel de Corral, edición de J. de Entrambasaguas; *Lisardo enamorado*, por Alonso de Castillo Solórzano, prólogo y notas de Eduardo Juliá; de José Alfay, *Poestas varias de grandes ingenios españoles*, Zaragoza, 1654, edición de José Manuel Blecuá.

Don Nicolás González Ruiz ha seleccionado en dos volúmenes de la "Biblioteca de Autores Cristianos" las *Piezas maestras del teatro teológico español*: Tomo I, "Autos sacramentales"; II, "Comedias de asunto religioso." Se ha representado en el Teatro Español de Madrid *El médico de su honra*, de Calderón, adaptación de A. Valbuena. Manuel Alvar ha publicado *Estudios sobre el octavario de Doña Ana Abarca de Bolea*, escritora aragonesa.

El autor de estas líneas ha prologado las *Obras completas* de Saavedra Fajardo, con un estudio biográfico a base de documentación inédita, con un estudio crítico de cada una de sus obras, y con la apartación de unas 120 cartas del ilustre político del siglo XVII.

Como anejo de la R.F.E. ha publicado el profesor M. Romera-Navarro, su *Estudio del autógrafo de "El Heroe" graciano* (ortografía, correcciones y estilo), modelo de monografía erudita.

SIGLO XIX. Iniciativa de gran utilidad, debida a Don Joaquín de Entrambasaguas, es la de publicar índices analíticos de las revistas literarias del siglo XIX, cuyo manejo resulta ya hoy difícil, por la escasez de

las colecciones periódicas. Han aparecido tres índices: de *El Artista* (1835-36), por José Simón y Díaz; el de *No me olvides* (1837-38) por Pablo Cabañas; y el de *El Alba* (1838-39), por J. Simón Díaz.

Entre los textos literarios del siglo XIX vueltos a publicar merecen especial mención las *Poestas*, de Antonio García Gutiérrez, en la "Biblioteca Selecta de la Real Academia"; las *Obras* de R. de Campoamor, edición de Aguilar, con prólogo de Jaime Dubán; *El Señor de Bembibre*, novela romántica de Enrique Gil y Carrasco.

Con ocasión del centenario se han hecho algunas ediciones de Jacinto Verdaguer, v. gr. la de José M^a Castro y Calvo; y *La Atlántida*, edición según los manuscritos autógrafos y las primeras ediciones, preparada por E. Junyent y Don Martín de Riquer. También se ha recogido en la *Ofrenda del año 1947*, a Juan Maragall, *Obras escogidas*, cuatro traducidas del catalán y el resto escritas por el autor en castellano.

Entre los estudios de valor histórico literario deben destacarse los de J. Deleito Piñuela, *Estampas del Madrid teatral de fin de siglo*, anecdotario de la vida teatral de Madrid de los primeros años de la *Restauración* hasta los comienzos literarios de la generación de los Quintero, Benavente, y otros; de Josefina Romo Arregui, *Vida, poesía y estilo de Don Gaspar Núñez de Arce* (Anejo XXIV de R.F.E.); y de Adolfo Posado, monografía extensa sobre *Leopoldo Alas (Clarín)* con noticias biográficas directas relativas al novelista y crítico asturiano, de quien Posada fué contemporáneo y amigo (publicación de la Universidad de Oviedo).

Continúa la edición nacional de las *Obras completas* de Menéndez Pelayo: se han impreso los tres primeros volúmenes de su *Historia de los heterodoxos españoles* (constará esta edición de 8 volúmenes), y se han reimpreso los volúmenes I y II de *Historia de las ideas estéticas*, agotada hace ya tiempo la edición hecha en 1940. Se ha reproducido completo el *Epistolario de Valera y Menéndez Pelayo*, del que habían publicado Artigas y Sainz Rodríguez hace años, la primera parte. Abarca desde 1877 a 1905; son 435 cartas que tienen grandísimo interés para conocer la vida española de su tiempo.

La Real Academia ha reanudado la publicación de los *Discursos académicos de recepción*: van aparecidos tres volúmenes, que abarcan desde el de Menéndez Pelayo en 1881 hasta el de Don Francisco García Ayuso en 1894.

Las letras patrias han perdido dos de sus figuras más excelsas con la muerte de Eduardo Marquina y de Manuel Machado. Todavía cabe dentro de esta crónica señalar la aparición de *Horario*, selección de composiciones religiosas de variada métrica y sostenida inspiración, de Manuel Machado.

Libro bien recibido por la crítica es el titulado *Poesía española actual*, antología por Alfonso Moreno. Figuran en ella composiciones de Ginés de Albareda, Rafael Alberti, José M^a Alfaro, Vicente Aleixandre, Dámaso

Alonso, Manuel Altolaguirre, Enrique Azcoaga, Ramón de Bastera, Gerardo Diego, Agustín de Foxá, Federico García Lorca, Jorge Guillén, Juan Ramón Jiménez, Antonio y Manuel Machado, Eduardo Marquina, Federico Muelas, Eugenio D'Ors, José M^a Pemán, Dionisio Ridruejo, Joaquín Romero Murube, Félix Ros, Luis Rosales, Pedro Salinas, Miguel de Unamuno, José M^a Valverde, Adriano del Valle y Luis Felipe Vivanco; es decir, lo más granado de la poesía contemporánea española.

Señalemos algún otro libro de versos, como el de Luis Guarner, *Al aire de tu vuelo* (1939-1942), colección de veinte sonetos sacros; el de Carmen Conde, *Honda memoria de mí*; poema (tirada extralimitada en ed. J. Romo Arregui).

Como muestra del interés de nuestro público por la literatura extranjera indicaremos la aparición de las *Obras escogidas* de Walt Whitman, poeta lírico del siglo XIX, versión castellana de Concha Zardoya, con notas, bibliografía y ensayo biográfico crítico; y con un prólogo del profesor John Van Horne.

TEATRO. Aparte de algunas versiones de obras extranjeras, como *La conjuración de Fiesco*, de Schiller, traducida por Eduardo Marquina, y *Marta Tudor*, de Victor Hugo, arreglada por Félix Ros, representadas ambas en el Teatro Español de Madrid, continúa estrenando comedias Don Jacinto Benavente (cuyo volumen VIII de sus *Obras completas* acaba de salir), por ejemplo *Titania*, comedia de costumbres típicamente benaventina, y *La Infanzona*, drama de asunto tremendo, basado en un incesto, pero llevado teatralmente de modo impresionante.

Todavía se ha representado una obra póstuma de los hermanos Alvarez Quintero, titulada *Manolita Quintero*.

La casa, de Don José M^a Pemán es una comedia de tesis, de caracteres y de costumbres, con acierto de palabra y de sentimiento, con verdadero equilibrio de acción y dramatismo, de interés y de humor. Ha sido calificada unánimemente como la mejor obra teatral de su autor.

El mismo Pemán con José Carlos de Luna han escrito una zarzuela, con música del Maestro Tellería, titulada *Las viejas ricas*, cuadro de costumbres gaditanas.

Anotaré, entre la abundante producción dramática del año, dos comedias de Juan Ignacio Luca de Tena, *El pulso era normal*, y *Dos cigarrillos en la noche*; la comedia dramática *Miedo*, de Enrique Suárez de Deza; *La cárcel infinita*, de Joaquín Calvo Sotelo, escenas de la vida rusa, y *Plaza de oriente*, del mismo, estampas del Madrid de principio de siglo; *La mujer de nadie*, de Francisco de Cosío, estrenada en Valladolid; *Los pájaros*, comedia en verso de Federico Romero y Guillermo Fernández Shaw; *La fortuna de Silvia*, de José M^a Sagarra, comedia dramática, de profundidad intelectual y de valor poético.

Entre los dramaturgos jóvenes tiene personalidad destacada Victor Ruiz Iriarte, que en *Tres comedias optimistas* da un volumen que contiene *Un día en la gloria*, *El puente de los suicidas* y *Academia de amor*.

NOVELA. Se están reimprimiendo las *Obras* de Vicente Blasco Ibáñez, las primeras producciones del novelista. Otro tanto ocurre con Pío Baroja, de cuyas *Obras completas* ha publicado el volumen I la "Biblioteca Nueva." Además, Don Pío ha editado una novela, de cierto sabor autobiográfico, con el título de *El hotel del cisne*, subrealista: El personaje vive los primeros días de la guerra en un hotel del suburbio parisiense y nos relata sus impresiones y sus sueños atormentados. Finalmente, acaba de salir el volumen IV de sus *Memorias*, que abarca los fines del siglo XIX y los principios del XX.

Juan Antonio Zunzunegui, que avanza con seguros pasos hacia la primera línea de la novelística actual, ha escrito *La quiebra*, novela inspirada en el mundo financiero, con realismo y vida dentro de un cuadro novelesco de interés y en un estilo castizo. Avisa al lector de la quiebra de los valores morales en nuestra época atormentada.

Otras novelas interesantes del momento actual son las de Vicente Escrivá, *Un hombre en la tierra de nadie*, que viene a ser el drama de una conciencia pura en las encrucijadas de nuestro tiempo; de Cecilio Benítez de Castro, *Cuando los ángeles duermen*, desarrollada en el caldeado ambiente de Barcelona de 1907 a 1942; y de Pablo Cavestany, *María Gracia*, novela de aventuras en la pampa de Patagonia, escrita con sencillez de autobiografía.

ENSAYOS. Hacemos caso omiso de las novelas "blancas," "rosas," "policiacas" y otras *ejusdem furfuris*, tan abundantes como poco nuevas. Así mismo de las novelas traducidas. Omitimos también la mención de las biografías y diccionarios biográficos que se prodigan por seguir una moda actual, por regla general sin gran interés, aunque haya catálogos e índices de valor para la historia, más que para la literatura.

Mencionemos algunos ensayos, como el de Agustín González de Amezúa, *Cómo se hacía un libro en nuestro Siglo de Oro*, discurso en la fiesta del libro de 1946, ante el Instituto de España; el *Novísimo glosario*, de Eugenio D'Ors que comprende tres partes: "Estilo y cifra," 1944; "Angelofonía," 1946; "Intermedio." Ejercicios espirituales hacia el término de la guerra; y varios libros de "Azorín" (José Martínez Ruiz), a saber: *Ante Baroja*, de la serie "Obras pretéritas de Azorín": artículos sobre la vida y la obra del novelista Baroja; *El artista y el estilo*, ensayos ordenados por Angel Cruz Rueda, quien escribe como prólogo una buena vida y obras de Azorín; y las *Memorias inmemoriales* (Ed. Ruiz del Castillo), en las que reúne sus recuerdos.

A. GONZÁLEZ PALENCIA

Luna, 31
Madrid

Methods Used in Teaching First Year Russian

THE AATSEEL Committee on Methodology* set for itself two main objectives in 1946: first, to survey the methods used by teachers of elementary Russian at the college level; second, to study some of the problems confronting such teachers. Obviously, many problems and difficulties confront us in teaching intermediate, advanced and scientific Russian. The Committee felt, however, that the problems we undertook to study were the most basic and urgent because students are interested or disinterested in continuing the language according to the difficulties encountered in their elementary courses. We also felt that the fate of Russian in our colleges and universities was, to a large extent, predicated upon our success or failure as teachers at the elementary level.

The Methodology Committee worked out two questionnaires: one for teachers currently engaged in teaching the language and actually faced with the problems of teaching elementary Russian to college students; another for the students themselves. We felt that information on what the teachers are trying to do, and on what they are thinking, should be supplemented with information on student reaction to content and method. It is true that the patient is not competent to tell the doctor what treatment he should prescribe, but the doctor will find it much easier to care for a patient convinced that he is receiving competent treatment.

The Committee was fully aware of the limitations of the questionnaire method. We believed, however, that our two questionnaires were sufficiently adequate to provide a general, overall picture of prevailing opinions and attitudes, both with regard to teachers and students. However tentative our data and conclusions, we hope that our findings will provide incentives for further study and investigations.

Of those who replied fifty-seven per cent have been teaching some other subject, or subjects, in addition to Russia. With very few exceptions these additional subjects are in the modern language field. Thirty-five per cent of the replies came from teachers with several years of experience in teaching Russian as their specialty. These facts make our data particularly significant.

Thirty-two per cent of our Russian teachers consider phonetics essential and primary. Of these some devote as little as three to four hours at the very beginning, while others spend as much as twenty per cent of their classroom hours, on phonetic theory and drill. One fourth of our teachers consider phonetics entirely superfluous and a waste of time. The remaining

* The following article is a report on the survey made by the Committee, which consisted of Miss Agnes Jacques, Messrs. Avtonomoff and Moskoff, and myself.

forty-three per cent see phonetics as helpful, but they do not use it themselves, or only occasionally.

It appears from our survey that only one out of ten teachers begins immediately with conversation. The others consider reading and writing as the main objectives of our college students and consequently teach the alphabet from the outset. Mr. Cross, to quote a typical statement, writes: "Regardless of much nonsense to the contrary, the first *desideratum* of 75% of our students of college or graduate age is to learn to *read*. Conversation is secondary."

About one-third, surprising as this may seem, begin with the written and printed alphabets simultaneously. Some even claim that in the long run this procedure saves a great deal of time. About as many begin with the printed alphabet and teach the script later—some at the second meeting, others not until the second semester. With the latter, students do not write at all or else they print their exercises. Only one out of seven begins with script. These teachers claim that the best way to master vocabulary or sentences is to hear them, see them on the board and write them oneself from the very outset. As to the number of hours required by students to master one or the other alphabet, estimates vary from a minimum of one to nine classroom hours to a maximum of seventy-two.

It is obvious then that the majority of teachers do not begin with conversation. Do they ever introduce it? If so, how early in the course? The fact is that, where the tutorial system is not used, conversation is allowed little or no time. Many regard conversation as a form of drill to review vocabulary and to bring out points of grammar but by no means as a legitimate end in itself or as an effective method of teaching.

The survey shows very plainly that from fifty to eighty per cent of class time is devoted to translation from Russian into English. Two-thirds of the teachers insist that such translation is most useful. Less time is devoted to translation from English into Russian, the amount varying from fifteen to fifty per cent of class hours. The translation method is thus the prevailing method in colleges and universities where the tutorial system is not used.

How do most of the Russian teachers justify this method? They claim that students cover more ground, that the interest is maintained by the reading material and that motivation is provided by actual necessity to get at original sources—in short, that this is the most effective method with literate adults, especially when classes are large. A few confess that the conversational method would be more desirable but that the lack of suitable textbooks keeps them from using it to any great extent.

Vocabulary is largely taught through translation from English into Russian and Russian into English. Twenty-two per cent expect the students to memorize vocabulary as words out of context and about the same number expect them to memorize connected text, but most teachers teach vocabulary through the combination of written and oral drills.

On the question of desirable amount of new vocabulary per daily assignment, estimates range from as few as *five* to as many as *fifty* words. It is true that only a few make the distinction between active and passive vocabulary. One experienced teacher believes that students can master thirty words—twenty passively and ten actively. The vast majority, however, consider eighteen to twenty-five words as the normal amount.

Teachers seem unanimous in demanding material of a connected narrative nature for translations into English, but only very few object to disconnected sentences in English intended for translation into Russian.

The teachers were also asked to report on the stage at which they introduce the perfective aspect. Twenty-four per cent teach the two aspects concurrently and just as many are violently opposed to the idea. A few believe that the perfective should be introduced as early as possible, but in small doses, postponing any detailed treatment until the second semester. The majority introduce the perfective for the first time after the tenth lesson in Bondar or Semeonoff.

I wonder how these teachers arrived at their conclusions with regard to the appropriate time for teaching the perfective in detail. Might it not simply be due to the fact that the two standard grammars by Bondar and Semeonoff postpone the evil day until the eleventh lesson? Is our pedagogy channelized by texts which, by general admission, are quite inadequate in many respects? Perhaps if a good grammar introducing the perfective earlier were available, teachers would find it easier to liven up their courses in elementary Russian.

The same question could be posed with regard to the teaching of cases. Most teachers believe that the cases should be introduced one at a time and that no paradigms should be studied until the student has familiarized himself with the inflections through reading and translation. But why? How do we know that cases could not best be mastered two or three at a time or by learning the paradigms first and then applying them in written and oral drill?

The replies to the question "What circumstances, if any, hinder your work?" were most gratifying. Teachers, with very few exceptions, stated that the administration and faculty everywhere are cooperative, open-minded and encouraging.

As to the student fear of Russian, it appears that the matter has been greatly exaggerated. In schools like Harvard or the University of California, where Russian has been taught for years, students do not shy away from Russian any more than they do from French or German. In schools where Russian is new, students are at first kept from taking Russian, but their fear diminishes and their interest increases as time goes on.

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Normandy—A Cultural Unit

THE following cultural unit "Normandy" may take up four weeks in a third year French class. The topics, activities and references listed below may be easily increased, decreased or modified according to the interests, backgrounds and needs of the students, the resources of the school and community as well as the particular aims and experience of the teacher.

OBJECTIVES. Acquaintance with the political, economic and cultural life of Normandy in particular and France in general. Development in use and appreciation of the French language—spoken, heard, read and written. (French should be used exclusively in reports, discussions, lectures, tests. French reference material should be preferred.)

PRE-TEST DISCUSSION AND MOTIVATION. The teacher starts a discussion on the characteristic events of World War II, invasions, the unsuccessful Dieppe raid, and the 1944 invasion of Normandy. The students discuss (their statements based on newspapers, radio, books, letters, talks) the first landings (June, 1944), the capture of the first French town (Bayeux), the battles of Caen, St. Lô, Avranches, Cherbourg, Falaise, the landscape (flat beaches, hedgerows), the economic life of Normandy ("people were well fed") and the importance of this invasion. This discussion may lead back to the invasion in 1066, taking the opposite direction, from Normandy to England. The discussion continues with the character and background of the original Normans and the consequences of 1066 for England and the English language. Stimulated by this discussion, the students will take up individual or group projects and various activities such as reading, oral and written reports, dramatization, editing of a paper, collecting clippings and photos, drawing maps, interviewing veterans. The teacher supplements by lectures and tests the students' activities.

INDIVIDUAL REPORTS (fifty to one hundred words) and **COMMITTEE REPORTS** (two hundred to four hundred words), supplemented occasionally by short **TEACHER'S LECTURES** on:

Agriculture: Normandy one of France's main agricultural provinces. Richness in wheat, oats, corn, sugar beets, potatoes, milk, butter, cheese, eggs, apples (for cider—"plus qu'il n'y a de pommes en Normandie").

Animal husbandry: Excellent Norman breeds (cattle for dairying and beef production, horses, sheep, dogs, pigs, rabbits, geese).

Architecture: Abbeys of Mont-Saint-Michel, Fécamp, Saint-Ouen in Rouen, churches of Rouen, Caen, Bayeux, Ouistreham, Coutances, Lisieux, Alençon, Evreux, Dreux Sées, Pont Audemer, Louviers . . .

Character of the people: "Characteristic" traits (caution, shrewdness, acquisitiveness, tenacity, fondness of *chicane*) shown in:

Proverbs: *répondre en normand* (*répondre ni oui ni non*), *réponse normande* (*ambiguë*), *c'est un fin normand* (*ruse*), *réconciliation normande* (*simulée*)

Fiction: Maupassant, Flaubert, Racine's *Plaideurs* (the scene is laid in a town of Lower Normandy), Balzac (*esprit chicanier* of Ferdinand du Tillet in *César Birotteau*)

Reports of war correspondents, veterans

Food: Surprise of invasion correspondents about "plenty of food in Normandy," rich meals, cider, calvados, cheese (Pont-l'Évêque, Camembert), butter (Isigny). ("*La Normandie est la nourrice de Paris.*")

French language:

Norman dialect: example of a French dialect; its relation to the evolution of French (*cat* for *chat*, *chent* for *cent*, *mé* for *moi*)

Purism, centralization in language: Malherbe, Saint-Amand, Corneille and the *Académie Française*

Industry: Metallurgical industry (Caen), textile industry—wool, linen, cotton (Rouen).

Inter-relation of languages, civilizations, peoples:

Scandinavian in Norman names: *-bec* (German *Bach*) = stream (Caudebec); *-fleur* (*floðh*) = flood (Honfleur, Harfleur); *-boeuf* (*bud*, English "booth") = temporary dwelling (Criqueboeuf); Dieppe (deep); Fécamp (*fiskr*, fishing); Le Torp (*thorp*, German *Dorf*) = village; Trouville (Thorolf-villa)

Scandinavian contributions to French maritime expressions: *crique*, *vague*, *hune*, *cingler*, *guinder*, *marsouin*

Scandinavian in French law terminology: *nantir*

French (Norman) origin of English words and mottoes

Invasions: Normandy a country of invaders and invasions (ninth century, 1066, 1415, 1944).

Landscape:

Photos, reproductions (Millet, Monet), fiction (Maupassant, Flaubert), guide books, war correspondents

Liberty:

1431: Jeanne d'Arc burned in Rouen

1639: revolt of "*Nu-pieds*" and "*Bras-nus*" against Richelieu's dictatorship

1830: "*Amour sacré de la patrie*" from *Muette de Portici* and the revolution in Brussels

1944: resistance, liberation

Literary genres:

Poetry: Henri de Régnier ("*Le beau pays*"), Bérat ("*Ma Normandie*")

Play: Corneille, Delavigne, Mirbeau, Flers

Short story: Maupassant, Mirbeau

Novel: Bernardin de St. Pierre, Flaubert, Maupassant, Barbey d'Aureville, Mirbeau, Feuillet, Malot

Epic: Chanson de Roland (one manuscript written by the Anglo-Norman Tuoldus)

Men: William the Conqueror, Malherbe, Poussin, Corneille, Laplace, Auber, Flaubert, Maupassant, Millet.

Mining: Iron ore (Caen).

Provincialism:

Attachment to native province: Millet, Maupassant, Régnier ("*Le beau pays*"), Bérard, Norman customs ("*Noce normande*" in *Madame Bovary*), much material in A. Bever, *La Normandie*

Dialect

Province and Paris, problem of political, intellectual and economic centralization in France: Malherbe, Corneille, Charlotte Corday, Maupassant, Flers, "*La Normandie est la nourrice de Paris*," revolt of Norman federalists against the French capital in 1793 (Barbey d'Aureville, *L'Ensorcelée*)

Religion: Abbeys, churches, pilgrimages (Mont-Saint-Michel, Lisieux), St. Thérèse of Lisieux, Joan of Arc, abolition of the edict of Nantes and its disastrous effects on Normandy.

Social tensions:

1422: Alain Chartier, *Quadriloge Invectif*, people against aristocracy

1639: peasants against kingdom

Styles in literature, art and music (appreciation):

Romanesque: Caen, Ouistreham

Gothic: Lisieux (oldest Gothic), St. Ouen, Bayeux ("Norman" Gothic), Rouen ("flamboyant" Gothic)

Classicism and baroque: Malherbe, Boileau (*Lutrin*), Corneille, Racine (*Les Plaideurs*), Poussin

Neoclassicism: Delavigne, Puvis de Chavannes ("*La Normandie*")

Romanticism: Bernardin de St. Pierre (forerunner), Géricault (forerunner), Barbey d'Aureville, Feuillet, Auber

Realism: Flaubert, Maupassant, Mirbeau, Millet

Impressionism: Monet (spent most of his life in Normandy, left seventeen paintings of the cathedral of Rouen)

Towns: Rouen, Caen, La Havre, Dieppe, Bayeux, Falaise, Lisieux.

Transportation: Ports of Le Havre (France's most important one), Rouen, Cherbourg (World War II), Caen, Honfleur ("*le port le plus nettement normand*"); Norman ports prefabricated in Great Britain before the 1944 invasion; liner "*Normandie*"; transatlantic traffic; Norman founding of Quebec (French Canadians largely of Norman origin).

Women: Saints and liberators (Jeanne d'Arc, Charlotte Corday, Sainte-Thérèse).

INTENSIVE READING (in class). Short stories by Maupassant, especially those with Norman background (*La ficelle*, *Mon oncle Jules*, *Le petit fât*, *Aux champs*, *Le Vieux*, *La bête à Mait' Belhomme*, *Pierrot*, *Toine*), with special emphasis on characters, "milieu," life's cruelty. Henri de Régnier's poem "*Le beau pays*."

EXTENSIVE READING. Short stories by Maupassant (for instance, *Six contes choisis*, published by Heath with "visible vocabulary"). For description of Norman life, towns and landscape, novels by Maupassant (*Bel ami*, *Notre coeur*, *Pierre et Jean*, *Une vie*) and Flaubert (*Madame Bovary*), reference books. Reading by teacher of characteristic passages from Corneille's *Cid*, Racine's *Plaideurs*, Bernardin de St. Pierre, Delavigne, Barbey d'Aurevilly, Mirbeau, Feuillet, Flers and the like.

DRAMATIZATION. Dramatization following the suggestions, compositions, reports of the students. For example: historic background—"Last Days of Joan of Arc" (after outside reading of *Vie de Jeanne d'Arc* by Anatole France); current events background—"Liberation of a Norman Town" (resisters, collaborationists, Americans, Germans, slave labor and so forth); literary background—*La ficelle*.

CLASS NEWSPAPER. Editing of an underground paper and (or) the first paper after the liberation.

PIVOTAL QUESTIONS (for class discussion or class composition). What was the military and political importance of the invasion of Normandy? Compare the 1944 invasion with the 1066 invasion. What was and is the (1) political and military, (2) economic, (3) artistic, (4) literary importance of Normandy? Who may be called the greatest Norman? William the Conqueror? Corneille? Laplace? Maupassant? Sainte-Thérèse? Or . . . ? Why?

VISUAL AIDS. Reproductions of paintings; clippings of newspapers, magazines (landscape, cities, people); post cards; maps (commercial maps and those made by students); art books; movies ("True Glory"); special exhibits; museums.¹

AUDITORY AIDS. Records from *Muelle de Portici* (Auber), *La dame blanche* (Boieldieu); singing of Bérat's popular "*Ma Normandie*" (also sung in the film "*Marie-Louise*").

¹ The card "Normandy" (AATF Bureau, Teachers College) showing feminine costumes; color slides (of railroad posters loaned by French Cultural Services, New York 21); the movies "*Marie-Louise*," "*Rouen*," a short documentary film (A. F. Films, New York 19), "*En Normandie*," (International Film Bureau, Inc., Chicago 1) are also valuable visual aids.

REFERENCE BOOKS.

Encyclopedias: Larousse du XX^e Siècle, Nouveau Petit Larousse Illustré, Enciclopedia Italiana, Enciclopedia Universal Ilustrada, Encyclopaedia Britannica, Meyers Lexikon.

Other books: Henri Prentout, *La Normandie* (3^e éd., 1927); A. van Bever, *La Normandie vue par les écrivains et les artistes—recueil de textes* (1926); Edouard Maynial, *La vie et l'oeuvre de Guy de Maupassant* (7^e éd., 1907); Paul Gruyer, *Normandie—Collection des guides Joanne* (1912); Marcel Monmarché, *Normandie—Les guides bleus* (1919); Armand Albert-Petit, *Histoire de Normandie* (12^e éd., 1927); René Schneider, *L'art français* (1930); Ernie Pyle, *Brave Men* (1944); Charles Christian Wertenbaker, *Invasion!* (1944); W. v. Wartburg, *Evolution et structure de la langue française* (1934); Charles Homer Haskins, *The Normans in European History* (1915); Ralph Ingersoll, *Top Secret* (1946); A. J. Liebling and Eugene Jay Sheffer, *La république du silence* (1946).

Periodicals: *The New York Times* (June-September, 1944); *France-Amérique* (June-September, 1944); *Pour la victoire* (June-September, 1944); *Les cahiers français* (June-September, 1944); *Newsweek* (June 18, 1945—"Nostalgia in Normandy. Visit on D day+365"); *Voici* (August, 1944—"Lettre de Normandie" and December, 1944—"Normandie et Pas de Calais").²

EXTRA-SCHOOL RESOURCES. Libraries, museums and exhibits, movies and veterans.

DAY'S WORK. Showing of reproductions, clippings, post cards, souvenirs, maps; written and oral reports (four to five); discussion about reports (covering content, style, grammar, pronunciation); intensive class reading; song (Bérat's "*Ma Normandie*").

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² Additional articles are: "Normandy Battle Area Tours" and "Normandy Favors De Gaulle's Aims" (*New York Times*, February 2, 1947 and April 28, 1947, respectively); "Normandy, Two Years After" (*New York Times Magazine*, June 2, 1946); "Normandy Village" (*The New Statesman and Nation*, January 18, 1947—Len Ortzen).

The Foreign Language Requirement in the Liberal Arts College

—A Justification—

THIS fall I was asked to draw up a justification for the foreign language requirement in the liberal arts college. Well might I ask: "Why should the languages be singled out? Why not ask the social sciences, the natural sciences, to justify their requirements; in fact, why should not the college as a whole be asked to justify its existence?"

It seems that more and more in the United States educators and administrators forget that "chronologically, the first institutions of higher learning in America are the liberal colleges."¹ It is also apparent that the faculties of the liberal arts colleges, instead of holding their own ground, have for the last three generations seen "a rapid growth of undergraduate vocational colleges,"² and that they have accepted without much fight or resistance this invasion of what should have been "services agencies." But the vocational subdivisions have grown to such an extent that they are about to choke the liberal arts colleges and impose their desires on them. If we, the liberal arts colleges and staff continue to be passive and to give in, it is easy to see that before long liberal education in the United States will be a thing of the past.

President James Bryant Conant of Harvard University contends that "The primary concern of American education today is not the development of the appreciation of the 'good life' in young gentlemen born to the purple. It is the infusion of the liberal humane tradition into our entire educational system."³

While modern life may demand more and more specialization and while the vocational subdivision or colleges have emerged and given "for many though by no means for all, a kind of higher vocational training,"⁴ we may ask whether it means that we will reach the point where society will be "controlled wholly by specialists."⁵ If so, it certainly will not be "a wisely ordered society."⁶

According to the *Harvard Report*, "the aim of general education may be defined as that providing the broad critical sense, by which to recognize

¹ *General Education in a Free Society*. Harvard Report, 1945, p. 178.

² *Ibid.*, p. 178.

³ *Annual Report*, January 11, 1943.

⁴ *Harvard Report*, p. 178.

⁵ *Ibid.*, p. 38.

⁶ *Ibid.*, p. 53.

competence in any field."⁷ Can we not agree also with William James that "an educated person knows a good man when he sees one"?

We are told that

"at the time of his examination the average student hardly remembers more than 75 per cent of what he was taught. If he were a sophomore when he took the course, how much does he recall by the time of his graduation, how much five years later, how much, or how little, when he returns on his twenty-fifth reunion?"⁸

While it is true that one may have forgotten what one learned, one never forgets the way it was learned. Many of us would be hard pressed if right now we should be asked to extract the square root of a number or to demonstrate a problem in plane geometry. It would not, however, take long to look it up and to surprise ourselves with the ability we had lost only momentarily. Education is thus not a wasteful process "for the simple reason that education is not merely imparting of knowledge but the cultivation of certain aptitudes in the mind of the young."⁹

A liberal education will make the individual "think effectively, communicate thought, make relevant judgments, discriminate among values."¹⁰ While it is accepted that learning is divided "into three areas: natural sciences, social sciences, and the humanities"; while "the natural sciences look to an understanding of our physical environment" and "the social sciences are intended to produce an understanding of our social environment and of human institutions in general," we see that "the humanities will enable man to understand man in relation with himself, that is to say, in his inner aspirations and ideals."¹¹

If "by effective thinking we mean . . . logical thinking: the ability to draw sound conclusions from premises";¹² and if communication is the "ability to express oneself so as to be understood by others" and is thus "obviously inseparable from effective thinking";¹³ if the making of relevant judgments "involves the ability of the student to bring to bear the whole range of ideas upon the area of experience";¹⁴ finally, if discrimination in value "involves choice and the stability to discriminate in choosing"¹⁵ (this choice to cover "not only awareness of different kinds of value but of their relations, including a sense of relative importance and of the mutual dependence of means and ends"¹⁶; we can visualize how the three areas of

⁷ *Ibid.*, p. 54.

⁸ *Ibid.*, p. 64.

⁹ *Ibid.*, p. 64.

¹⁰ *Ibid.*, p. 65.

¹¹ *Ibid.*, pp. 58 and 59.

¹² *Ibid.*, p. 65.

¹³ *Ibid.*, p. 67.

¹⁴ *Ibid.*, p. 69.

¹⁵ *Ibid.*, p. 71.

¹⁶ *Ibid.*, p. 71.

learning are inclusive and why they have lived and must remain side by side in the same college, even in our modern day of specialization.

"One of the subtlest and most prevalent effects of specialism has been that, through its influence, subjects have tended to be conceived and taught with an eye, so to speak, to their own internal logic rather than to their larger usefulness to students,"¹⁷

says the *Harvard Report*. This definitely points to the fact that only a liberal education (not a specialization) can produce a "good man"—if by "good man" we mean the "one who possesses an inner integration, poise, firmness, which in the long run come from an adequate philosophy of life."¹⁸ Not only will a liberal education produce the "good man," but it will also develop the "whole man" since "human nature involves instincts and sentiments as well as the intellect."¹⁹

That this has been noticed by leaders in vocational education is proved by the fact that they have come out calling for more attention to general education.

"Thus a report of the Society for the Promotion of Engineering Education recognizes the inadequacies of an exclusively technical education and suggests that much greater attention be given in the education of future engineers to many subjects which have no immediate relation to engineering."²⁰

If we quote so widely from the *Harvard Report*, it is because we believe that the group of men who drew up this manifesto were not only voicing their opinion but that of many others whose names appear in the *Acknowledgments*, men who certainly are representative of American education. Whether we agree or not with the entire report, it is a document which cannot be ignored in any of our educational discussions. Although the part devoted to foreign languages is quite limited in scope, we shall quote from it also to support some of our contentions.

Since the foreign language requirements are strictly a liberal arts college requirement in the United States, they should, it seems, be a problem to be discussed mainly by the faculty of the college. Unhappily, as has been said above, outside influences seem to wish to dictate what we should demand of our students. As long as we stand for the interference of other colleges in our affairs, we shall weaken our position because today it may be the language requirement, tomorrow the natural or social sciences requirements which will be attacked. How would we be received by our colleagues of the law school, or the engineering school, if we went to them and told them to do away with some of the requirements they initiated for their students? The answer is easy to guess.

¹⁷ *Ibid.*, p. 74.

¹⁸ *Ibid.*, p. 74.

¹⁹ *Ibid.*, p. 75.

²⁰ *Ibid.*, p. 179.

If we agree that we should decide this matter for ourselves, we should review not only the cultural reasons but also the practical ones; then placing our findings before our colleagues and our administrators, we will be in a position to say to them in our turn: "We have shown why we exist and what we accomplish. What about you?" It might not be a very pleasing question to ask; but it might, on the other hand, make them realize that education is a multiple process in which many elements have to be taken into consideration—a process that can be compared to the building of a house for which many different skills are needed, many different materials necessary. If there is not coordination and the right use of correct measurements, the house will tumble down or the first strong wind will blow it over. So it is with education: some of us seem interested only in the finished product and do not think of the foundation, forgetting that, even if a foundation supports no house, one can be built on it later, while a house and a roof without foundation cannot have much stability.

That the study of foreign languages is difficult is axiomatic. Learning them can well be compared to mathematics, and consequently there is no wonder that a close parallel exists between the two: you have to know your formulas, you must be able to demonstrate your difficulties, you can not "bluff," you either know or you do not know what it is all about. While studying languages, you cannot be satisfied with doing just part of the work; you have to do all the work. Being absent a few days may cause one not to be able to pick up what is discussed next; constant attention is needed, constant application also. In this, we believe, resides the main objection of some students; they find out soon that in foreign languages "you can not get by."

"Getting by" is too common a policy in some subjects, and no one is to blame except the teachers and the administrators. It begins with the advisers of college freshmen. Instead of insisting that young men and women acquire a well-rounded education before choosing a specialty, they immediately assign a pre-vocational curriculum. This tendency has gone so far that already in the high schools students may be directed to specialization when they do not know yet how to write and spell English correctly.

President Nicholas Murray Butler of Columbia University, in his *Annual Report* of 1944, mentioned the fact that "professional and other pre-vocational courses have now penetrated even to the freshman year of college work" and that because of this "the languages, like English literature and mathematics, have been brought almost to extinction by the pressure of courses in behalf of the ever-increasing demand of special training for vocations." And he adds: "Obviously, this strikes at the very roots of a liberal education."

Professor Henry Grattan Doyle in the *Phi Beta Kappa Key Reporter*²¹ calls our attention to the fact that

²¹ Winter Number, 1941-42.

"in the present-day world, knowledge of foreign languages obviously is a practical asset of primary importance not only for the individuals but to the nation. Aside from the obvious values in international economic, political, and diplomatic relations, in business and travel, in science and scholarship, in fine arts and music, there are other values that are cogent reasons for including foreign languages in the educational programme."

Among the reasons mentioned are: "better social understanding through acquaintance with foreign civilizations; increased good will and tolerance; more analytical and objective appreciation of our language and culture resulting from study of others; improved command of English." And Professor Doyle adds that while the "ability to look at ourselves, our ideas, our life, our civilization objectively is extremely difficult of attainment, foreign language study provides opportunity to gain this detachment."

"It is too easy to explain the world crisis as a conflict between 'isms'"; says Professor I. L. Kandel;

"it is a conflict between peoples of different mentalities. Foreign languages give access to those mentalities in ways in which translations never can. . . . At a time when all the pressure is for vocational training it becomes more essential than ever to arouse public opinion in favor of the cultural objectives which transcend the immediate."²²

Professor Robert Withington's statement that

"In America we are not surrounded by nations which speak other tongues than ours, and we have, consequently, developed an inertia which is the more marked by our belief that to spend time in studying what will not have an immediate practical use is waste energy"

brings his added comment:

"We do not see that both the classics and modern languages do have a practical value, as well as an aesthetic benefit. . . . An unwillingness of students to undertake the arduous work required for languages may account, in part, for the lowering of standards in institutions which have an eye on the box office. . . . It is evident that often a monoglot is intelligent, and that a polyglot is not necessarily intellectual; but both intelligence and intellectuality are increased by the study of languages."²³

It is regrettable that the *Harvard Report's* pages devoted to foreign languages (119 to 126) limit themselves to secondary education and do not extend the study to colleges and universities. The committee, however, felt that "one of the claims most often made by those who urge a considerable experience with foreign languages is its value for the understanding of

²² Address, Foreign Language Teachers' Conference, New York, March 21, 1942.

²³ Professor of English, Smith College. Cf. his article "Xenoglottophobia," *AAUP*, December, 1941 (XXVII, 5).

English and its help in developing a mastery of English composition."²⁴ Any language teacher can vouch for this fact.

The report continues by saying:

"It is certainly possible, without great expense of time, to make comparisons between English and other languages which yield fruit of the utmost value. To learn that other languages have words with meanings which no English word carries, that they sort meanings in other ways and link them in other patterns, can be a Copernican step, one of the most liberating, the most exciting, and the most sobering opportunities for reflection that the humanities can offer."²⁵

Further we see asserted that "It might seem, then, that the learning of other languages were an essential part of work in the humanities. . . . There is no better practice in reading and writing English than translation, provided the translator knows the other language sufficiently well."²⁶

But the attack is direct when the same *Report* contends that

"Few . . . bring their grasp of another language to a point where it has both an explosive and a disciplinary effect on English. Few . . . lay hold through another language of cultural traditions surrounding and augmenting their own."²⁷

But, a few lines below, the writers do admit that

"for those for whom language is the opening of doors either as respects words in the time-honored way of poets and writers or as respects cultures in the way of historians, it is essential. *Indeed, they are essential since any society, for want of a certain number of persons so educated, slips into insularity.*"²⁸

We do not have any quarrel with the writers when they "interject" in their discussion the question of "context and intention." They distinguish between language studied as a tool for prospective scientists or business men—"sometimes assumed . . . the only purpose for teaching languages"—and ancient and modern languages which "are studied not as tools but for . . . cultural ends."²⁹ They continue by saying that students "are concerned with more than the language itself. They are concerned with the very stuff of the humanities, with timeless writings, with other cultures, and with the ever-changing meaning of words."³⁰

The distinction between the two reasons for the study of foreign languages by the writers of the *Report*, "as a tool and as a part of humanistic education," is rather artificial. In fact they can not be separated, only emphasized separately according to the needs of the students. It is clear, for example, that a person who is going to choose commerce as a profession

²⁴ *Harvard Report*, p. 120.

²⁵ *Ibid.*, p. 120.

²⁶ *Ibid.*, p. 120.

²⁷ *Ibid.*, p. 121.

²⁸ *Ibid.*, p. 121. (Italics are ours.)

²⁹ *Ibid.*, p. 122.

³⁰ *Ibid.*, p. 122.

will study a language to use it as a tool. He will acquire the special vocabulary peculiar to the trade. On the other hand, a writer, a teacher, a scholar, will derive more value from the literature of the country whose language he possesses. But, essentially, the tool cannot be separated from the intellectual value. The tool is necessary for arriving at the value; the tool is the first necessity, the key that opens several doors. Some are practical and furnish a living, which is by no means to be despised; others open up a vast area of comradeship with many people of the world; they also help in making a better living in the two senses of the word.

To know another language or several others broadens one's own view in such a way—especially when we penetrate into the literature of other people—that a man with such knowledge will never be quite the same again. He has become really conscious of some other parts of the world; it is impossible for him ever to place his nation, his language, in the center of the world as the only one or even as the most important one; he has acquired the objectivity necessary for a true critical sense. This is evidently an ideal statement because the knowledge of other languages does not automatically suppress nationality or egotism, but in the ideal sense it tends towards this suppression.

Another reason which strikes nearer home has been expressed by Professor H. R. Huse in his recent book.³¹ He contends that

"The first reason for making foreign language study a required discipline is that language itself is important, and the only way to understand language, our own or any other, is through a foreign medium. . . . Words are the means by which our civilization is developed, maintained and passed on. . . . We live in words, we are surrounded by them. . . . And the only means we have to get outside of our own language so that we can even look at it is through foreign language study."

We do not believe that even the most rabid opponent of the teaching of foreign languages would deny that the study of the mother tongue is definitely improved when the student has been submitted to the discipline which all too often is more lax in classes of English and which results in professional men being incapable of writing a clear and well-worded report of their findings. This discipline will also be of considerable use in courses of comparative literature and comparative social sciences.

We also believe with Professor Huse that

"courses in English and English literature do not take the place of world literature or the study of literature in a foreign language."³² . . . "Without knowledge of other ages and other civilizations we can be eminent specialists in science and still know almost nothing about the world we are living in."³³

³¹ *Reading and Speaking Foreign Languages*. University of North Carolina Press, 1945, p. 45.

³² *Op. cit.*, p. 50.

³³ *Ibid.*, p. 53.

Since in our justification we are mainly concerned with college students, we can truthfully say that, as already mentioned above, foreign languages will not only become a tool but will also become a "guide to deeper understanding of the humanities" and that "the relation of language to the humanities is in many ways like that of mathematics to the sciences. Both mathematics and language exist, so to speak, in their own right . . . yet both are at the same time doors to neighboring studies."⁸⁴

No one will have a quarrel with us if we maintain that all too often our young men and women have not acquired, before graduating, the general background which can be received only from a general and liberal curriculum in which the foreign languages have as definite a place as the social and physical sciences. A liberal education will eliminate the all too common narrowmindedness, the provincialism of which we Americans are accused. In the world, the "one world" of today, it becomes more and more evident that we need people of vision; and they can be found only among those who go not on one path with blinkers, like the horses of old, but see in all directions with horizon unlimited. World War II has made of the United States not only the most powerful nation in the world but has given it the possibility of becoming the leader of nations. As Professor Theodore Huebener has said

"From a geographically and culturally isolated nation, the United States has assumed world-wide obligations. The center of gravity, politically and economically, has swung to the United States. . . . All this has serious implications for our educational aims. . . . We must educate our citizens to be world-minded . . . acquaint them with the cultures and languages of other peoples."⁸⁵

We can then safely conclude in contending that, if the language requirement were abolished, one of the pillars of that liberal education on which most universities and colleges pride themselves would crumble. We can also repeat that all subjects which are the fundamentals of a liberal education are menaced by the encroachment of vocational pressure groups. Unless we have the courage of our convictions, unless we insist that the objectives of the liberal arts college remain entire, broadening, cultural, preparing for "better living," unless we refuse to be dictated to by technical colleges, we shall lose the battle because united we stand, divided we fall.

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⁸⁴ *Harvard Report*. p. 125.

⁸⁵ *MLJ*, Supplementary Series, Bulletin No. 1, p. 3.

Can Foreign Language Discs Be Used Successfully in High School Classes?

IMPRESSED by the fact that mechanical aids played so large a role in the language program of the ASTP, the foreign language department of New York City determined to give foreign language discs a trial. Of course phonograph records, especially vocal and instrumental records, have been used by individual teachers for a long time but for the most part only in club work and for the purpose of appreciation. No consistent use of discs, however, for instructional purposes had ever been undertaken.

During the fall term of 1946 five of the larger high schools, through the courtesy of some of the leading foreign language record companies, were able to try out sets of discs in French, German and Spanish. This very interesting and significant try-out cannot be called an experiment from the strictly scientific point of view since each school followed its own procedure. However, the discs were subjected to classroom conditions for a long enough period to warrant an expression of opinion regarding their usefulness as an aid to instruction.

Since the discs were of different types and we had no precedent as to pedagogic procedures, we just handed the records to the teachers and asked them to use them as they thought best. In several schools an endeavor was made to secure extra, "laboratory" periods for this purpose; in others the records were used once a week as additional instructional material.

There were, then, considerable differences in approach; there were also wide disparities in the intensity with which the content was worked through, in the quality of the playback machine, in the attitude and resourcefulness of the teacher and in the use of the manual. (In some instances only the teacher had a copy of the manual.) It is not surprising, therefore, that the results and the reactions of those concerned varied.

In one school a unique situation permitted frequent use of the discs in the third year of French, German and Spanish. This was due to the fact that in terms 5 and 6 the students had ten periods per week in their foreign language—five of regular instruction and five devoted entirely to conversation. The records were used two and three times a week in these conversation periods. In addition, several other teachers used them in first and second year classes.

In this particular school the Army type of record (basic sentences with pauses for repetition, vocabulary reviews, true-false exercises, "listening

in" dialogues and the like) was used. Some teachers selected portions of given "units" for special study. One teacher proceeded as follows:

The class listened to the isolated words and phrases; the sentences were repeated in unison. The "listening in" records were played twice and repeated twice—once with the book, once without. Scenes were then acted out as suggested in the manual. True-false-statement records were listened to; students were then called on to indicate whether the sentence was true or false. After a second playing the true statements were repeated and the false statements were corrected. No books were used for this.

In another school, in a slow class in Spanish, the teacher had the text (describing a family at home) written out on the board. The record was played several times while the class listened. Before each playing the pupils were told what to listen for particularly. The questions and answers were then played. Next the teacher asked questions in Spanish on the text. After a while she deviated from the contents of the disc and asked pupils questions with a personal reference. Finally each pupil was asked to engage in conversation with his neighbor, employing the words and expressions he had just heard.

In a third school, in a bright Spanish class, the students did not see the text at all but listened as a scene in a doctor's office was enacted. After two playings of the record, which was full of idiomatic expressions, several students were called upon to repeat from memory as much of the text as they could. After this, another student was asked to read the text aloud from the book. As he read it to the class, the teacher quickly wrote the new words and idioms on the board. These were then inspected, repeated, defined and used in original sentences. The teacher used Spanish exclusively. The following day the material was used in original conversation carried on by various members of the class.

In another class in Spanish a novel experiment was conducted in an attempt to determine the increase in aural comprehension after each successive playing of the record. Each pupil had before him a mimeographed sheet containing some ten questions and five columns for one-word answers. According to the scores the high point in comprehension was reached at the fourth playing of the record. A great deal of painstaking experimentation like this in the classroom must be done by the individual teacher before we will be able to determine just how discs can be used most effectively.

In fact, the use of audio-visual and mechanical aids in foreign-language teaching is still in its infancy. Despite the interesting possibilities of foreign-language discs, those that are on the market have weaknesses which seriously limit their effectiveness in the classroom. Fundamentally, the difficulty is this: There are no sets of language discs which are designed primarily for classroom instruction in a secondary school. Essentially the records are made to provide for the adult individual who wishes to learn a language by himself at home. They are not concerned with the basic

factors of school instruction, namely, the class composed of children and the teacher. The subject-matter is not that of the schoolbook. In some respects this is an advantage; in others it is a disadvantage. The vocabulary range is far beyond that of ordinary beginning courses and takes no cognizance of frequency lists and word counts. In most instances, too, the speech is too rapid and the increase in difficulty too sudden.

The Army record is of a different type from the conventional "self-taught" language disc. It is definitely superior in the following respects: the flexibility and practically unbreakable quality of the disc, the clarity of tone, the definite separation of an American voice for English and a native voice for the foreign language, the two repetitions of each basic word and sentence and the pause after each permitting repetition by the hearer at the same speed, the idiomatic vocabulary and the interesting little "listening in" dialogues, sometimes with several voices. These records were intended for group as well as for individual use, and they make provision for a group leader. The accompanying manuals are full of much practical advice on the formation of given sounds, habits of study, imitation of the foreign speech pattern and the use of typical expressions. Formal grammar is ignored.

On the other hand, the Army sets present certain grave defects. They are intended primarily for the soldier, in fact, for the average G.I. with little education and no foreign language training. Hence everything is made as easy, as simple and as practical as possible. The phonetic transcriptions in the book are helpful but they are unscientific and inaccurate. The language is colloquial and racy. It is the conversation of the G.I. who is concerned largely with finding his way, ordering beer and getting acquainted with the fair sex. As cultural material, for example, the back of the manual in French presents the songs "Auprès de ma Blonde," "La Madelon," "La Marseillaise" and "Chevaliers de la Table Ronde" with the charming refrain: "*J'en boirai cinq à six bouteilles, / Une femme sur les genoux.*" This may be delightful in the barracks but it simply cannot be recommended as suitable material for the classroom!

We are sure that the publishers of foreign language discs will be glad to remove unsuitable selections, to improve the timing and the grading and to make such other changes as will enhance the instructional values of the records as soon as the schools indicate their readiness to avail themselves of this excellent mechanical device. For despite the drawbacks pointed out above, the foreign language records do possess a number of unusual advantages. Among these are the following:

- (1) They add a new interest to the lesson and dispel, to a large degree, the classroom atmosphere.

- (2) They actually introduce another teacher into the classroom. This is particularly important in smaller schools where the student is likely to have the same teacher term after term.

- (3) The introduction of a different speaker, with a different voice quality

and intonation, is an excellent exercise in aural comprehension. It trains the student's ear in listening to the speech of strangers.

(4) However excellent the quality of the teacher's accent may be, it does not, ordinarily, maintain the uniform level of a record. Furthermore the machine is unvarying in its repetition as to tone, speed, stress, voice quality and the like.

(5) The use of the disc in conversation courses relieves the teacher who may become exhausted by continuous oral activity.

(6) The recordings are those of the voices of native speakers. Only a very small portion of our teachers are natives and, though their command of the language may be excellent, there is still a great advantage in having the student hear, at least occasionally, the voices of native speakers.

(7) The records present many common life situations which are not treated in most textbooks. The practical, the everyday, is emphasized.

(8) The presentation of a number of voices, both male and female, engaged in an extended conversation, is like transferring the student mentally to a locale in the foreign country.

(9) The maintaining of the conversation at the speed of colloquial speech simulates actual life situations and taxes the student's powers of comprehension.

Here in New York we feel that these advantages outweigh the disadvantages, and we plan to make available to the staff complete sets of records in the different languages. In fact, an audio-visual section is now being organized which will maintain a library of records, films, slides and other materials.

The first step is, of course, that of making the discs accessible to the teachers; the second, is that of developing techniques in the effective use of mechanical aids. At all events, the phonograph record, like the film and the radio program, are adjuncts to instruction and are not intended to replace the teacher.

We have discussed above the use of the disc in the classroom and have pointed out the fact that the sets available at present are intended primarily for self-instruction. The latter is certainly basic in the learning process whether the student is a member of a class or studies by himself. The ideal situation would be that in which the disc conformed to the textbook and each student had a set for home-study. There is no good reason why small discs, like those with Mother Goose rimes, could not be produced cheaply enough to supply them to each student. In that way not only would the teacher have a mechanical assistant in the classroom but the student would be able to take the teacher home—at least her most important professional equipment, namely, her voice.

THEODORE HUEBENER

New York City

One World in the School Building

SO MUCH has been said and written about the Army language-teaching program that we have formed an automatic response and an armored shell for quickly laying the topic whenever raised. Discussion of the subject has become as tiresome as the radio commercial. However the very insistence on rehashing the ASTP may well reveal the widespread awareness among teachers, and non-school persons interested in the matter, that language teaching has in fact not been based upon the solid foundation of a consciously established group of objectives defensible on practical as well as theoretical grounds.

It is true that studies have been made of foreign-language teaching and that specific aims have been established by competent educators. It is equally true that the boys and girls of pre-war language classes were unable to show, either in general terms or in specific skills, adequate advantage received from membership in those classes. This is not to be taken as implying in any way that the quality of teaching was inadequate. It is my purpose to point out that the teaching objective was not adequately set up and that the work of the classroom was improperly confined to too narrow an area.

The Army discovered certain deficiencies in our civilian population attributable in part to the teaching profession. In the holocaust of the times we were faced with an immediate, burning need for men qualified in the spoken and written use of foreign languages. They were not available. It would be bootless to point out that other professions, as well as public agencies and private industries, were equally censurable or more so. But since life without improvement is retrogression, we must take it upon ourselves to seek progress. It is necessary for us to keep abreast of major developments in the society we serve and of which we are a part. And it is necessary to see to it that our society keep abreast of major developments in the world of which it is a part—so much more intimately a part since the return of men who were but yesterday the boys in our classes and who talk easily of Italian cheeses and French soups and Japanese shoes. However in keeping up with the times we must not permit the rush of current events to sweep us from our course. We must not accept change as an improvement solely because it is new. It is our duty to serve both as ballast and as a compass.

With regard to the element of speed in teaching it has been sufficiently pointed out that the Army approach brings results, miraculous results. It would be well to remember that these results were produced not by gifted

generals or admirals but by professional teachers—the same teachers whose results had formerly been criticized as ineffective. The Army merely set up a new objective with a demand for speed. After all, human nature has not changed one iota despite the arrival of the jet plane and television. The processes of learning remain what they were when young Cicero was tripping over his periphrastics. The objective of learning is mastery just as it was when Homer was playing with his alphabet blocks. And the rate of learning is not speeded since Pearl Harbor. Speed in itself is of no particular significance. If we want speed in our teaching, is it to send the pupil out to look for a job a couple of years earlier than had been planned? Or do we want speed so we can cram more facts into our youths? On the other hand, would it not be more effective to teach slowly enough so that we can help the pupil to digest the facts we give him? Should we not give him his facts in proper context and provide him with practice in regarding facts perspectively? This cannot be done speedily.

Until the Army became aware of its need of language teachers, our immediate aim was the reading aim. We had been taught in our courses in Education and Language that the four-fold aim was too unwieldy to be practicable. We knew that the average high-school graduate was not likely ever to use the oral language but that everybody might read it. It turned out that not everybody able to read a foreign language did so. It is so much easier to read one's own. However the teacher kept on teaching.

Recently a committee of educationists in New England called forth the ire of foreign-language teachers by publishing its opinion that language is a mere tool and should be so evaluated by administrators planning school curricula. The implication is that as a tool, one not universally needed by our student population and also one that may be readily acquired in a short time, it should be allocated to a minor spot in the course of studies. However if such a yardstick were applied to all school subjects and similar action taken with respect to tool subjects (or what might reasonably be described as such) not necessarily needed universally, the curriculum might conceivably be reduced to English and arithmetic.

I would not deny that language is a tool but would insist that this is far from being "the whole truth." I would propose a re-evaluation of foreign-language study in the light of our recent experience, not forgetting past thought applied to the subject but considering simultaneously the over-all situation in which our country finds itself today.

An immediate review of our position is imperative, particularly so in view of the demanding presence of GI's in language classes. We have to be able to justify our position to our communities at large as well as to our school boards and boards of trustees. We have reasonably large enrollment in our classes which must not be permitted to fall. Our true place is too important to the educational edifice to allow any substitution to occur. But

basing our position on the reading aim or even on the four-fold aim would open too many gaps in our structure.

We must strive to produce more positive effects upon the character of our students than we have achieved in the past. We must help our students to develop depth of character by acquiring a sense of taste, a sense of value, a sense of critical judgment in connection with activities not necessarily connected with earning a living. We must teach the importance of living as against merely earning a living.

It used to be that a solid citizen was a gentleman of culture. Today the solidity of a man is related to his liquid assets. It used to be that an oration was replete with classical references. Today the classics have given way to slogans. It used to be that educated persons possessed a body of common knowledge—biblical and classical literature. Today, aside from what we get in the comics and the movies as a common fund of intellectual experience, we are all specialists and speak a jargon significant only within our own field.

The current trend in education, spurred on by the publicity relative to Army activities in the field of teaching, is patently towards a separation of the sciences from the liberal arts and a relegation of the liberal arts to a position of insignificance. Common advice to students is: Concentrate on the practical! Study a subject if it will help you get a job!

It is in connection with this trend and with this attitude that I would emphasize the importance of the language teacher acting as an instrument of liaison to bind the present with all that is best in the past and to bind the "here" with all that is best abroad. We must remind our people that the American is more than simply a man or woman trained to earn money.

It is no secret that American tradition causes us to boast in terms of size, quality and quantity about the superiority of anything American. The typical attitude is that our schools and colleges are the "biggest and bestest and mostest" in the whole wide world and that we're getting bigger and better every day. There is no reason for *us* to fuss with the past or muddle with the foreign. However it behooves us teachers to accept our responsibility to lead our young people, and also our adults, to a realization of the continuity of history, to a realization that tomorrow is sired by today out of yesterday. We must teach that "one world" is not something about which we read dull items in the press but rather a concept which must be made into reality if we would enjoy a peaceful, constructive peace for more than one generation—and by "one world" I have reference to the similarities that exist, that are fundamental, among the peoples of the world today and in the past.

It is our function as teachers of language to make our people aware of the blessing which is ours by right of birth in the United States. One cannot possibly appreciate the rights and privileges and abundance of the good

things in our land unless he can compare his situation as it is with what it would be were he living on a comparable level anywhere else in the world. In terms of actual classroom subject matter we must make our people aware that they cannot properly understand their own language without being able to compare its elements with those of another language.

Foreign language properly studied can add depth and vision and maturity to our students. American education has frequently been described by foreign visitors as excessively superficial. In a general sense, a similar criticism is expressed in the study commonly known as the *Harvard Report*. It would appear that one of the effects of this condition might be a contribution to the lack of maturity that certain sociologists find in the American adult. Sociologically, harm is said to derive from improper movies and the so-called "soap operas." If we were to give prominence to the cultural elements related to language study, if we collaborated with other school departments, English and social studies in particular, to stress in a dynamic manner the contribution to life of the great minds of the past, we would be helping our boys and girls to develop mentally into the solid maturity their approaching adulthood requires. To be sure, this would require more than the two or three year period currently available to most students for language courses.

Under the general aim of reawakening interest in culture and of relating language and life in the present with the past, I would set the reading aim or the four-fold aim as a subhead. Personally I believe that the reading aim is most readily achievable but that it should not be pursued to the exclusion of oral-aural mastery. However I would relate the specific aim in this latter regard to the capacity of the student as well as to his personal objectives. In the past we have almost totally ignored the spoken language in the school. That error should be rectified. But I would not move the pendulum to the opposite end of its swing and fasten it there.

To achieve the broad aim it will be necessary to work in concert with outside agencies as well as with other departments in the school. Cooperation is vital. We already have help from outside in the current widespread interest in good literature fostered by the many publishing houses and book clubs that publish good works in inexpensive editions. Thousands upon thousands of people are buying them. I have no doubt that one could find excellent libraries in homes where formerly only popular magazines were bought. We can get the cooperation of the radio and the movies. Film producers and radio sponsors have been criticized for the poor quality of their pictures and programs. Let's help our young people develop a conscious sense of value in books, movies and radio programs. When they demand better programs they will get them. It is in our purview as language teachers to raise standards. As a matter of fact—it's what we're paid for!

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A Sociological Theory of Language

"Clima, Luft und Waßer, Speise und Trank werden auf die Sprachwerkzeuge und natürlich auch auf die Stimme einfließen." (Herder, *Abhandlung über den Ursprung der Sprache*, 1772.)

"They may not understand one another's speech." (Gen., 11, 7.)

USUALLY we judge from the roots of the words how a particular language should be classified. But language is a form whereby man expresses himself, his surroundings, his profession and his whole environment. Language has to be taken as a mirror of environment, and the divergence of two dialects is nothing but the difference of environments, psychological and sociological. Below are given a few interpretations of language differences.

Classification

"*Rural languages.*" They are marked by the avoidance of diphthongs and by many consonants, reminding one of stones, mountains, clods:

Usual:

- (1) Czech: *Strž prst skrz krk.* (Put your finger through the neck.)
- (2) French: "*Le loup reprit: 'Que me faudra-t-il faire? . . . '*" (La Fontaine, *Fables*, book I, V, "*Le loup et le chien.*") Deliberate avoidance of the diphthong—hiatus!—by the introduction of the *t*.
- (3) Latin: "*Arma virumque cano, Troiae qui primus ab oris/Italiam, fato profugus, Lavin- aque venit/Litora.*" (Vergil [of Mantua!], *Aeneid*, I, 1-3.) Diphthongs only in proper names.
- (4) German "*Doch hart im Raume stoßen sich die Sachen.*" (Friedrich Schiller, *Wallensteins Tod*, II, 2, 789.) One diphthong only.

The Attic dialect of the old Greek language and the Hebrew language can be taken for other examples.

Languages of the plain:

- (5) Mecklenburg: "*Ut mine Stromtid.*" (Fritz Reuter.)
 - (6) Berlin: "*Det wees ick schon.*" (Gerhart Hauptmann, *Der Biberpelz*, Act I, Adelheid.)
- The sounding *s* is changed into the voiceless *t*. Contraction of the diphthong into a vowel.

Mountain languages:

- (7) Swiss: "*Mys Lieb' isch gar wyt inne,/Dört innen uf der steinige Flueh.*" (*Kühreihen* of the inhabitants of Emmenthal, Wyss, p. 30.) Contraction of the diphthong into a simple vowel and strengthening of the double consonant *st* into the heavier *sch*. On the other hand, the Swiss dialect sometimes changes simple vowels into diphthongs—*Fluh* > *Flueh*. This may be explained as follows: the mountain, the lake and the plain are silent, and the people prefer the language of consonants; the sea and the torrent, however, have resonant voices, and the natives prefer the language of vowels, unconsciously imitating nature. The Swiss dialect is a mixture of the consonantal mountain-language and the vowel language of the torrent. The most strongly-marked inland language is Czech (cf. 1).

Another characteristic of languages of the countryside is the condensation of many parts of a sentence into one word just as a number of parts are conglomerated in a clod of earth or a boulder; whereas sea-languages divide a thought into as many words as possible, as water tries to part itself into single drops. Of course, the grouping of rural languages and sea-languages from this point of view is not always quite the same as that from the point of view of vowel (diphthong) and consonantal languages. As all qualities of character are contained in the human soul and as different men differ only by the preponderance of one quality over the other, so a particular language may be attributed from this point of view to one group and from that to another. A rural language from the point of view of condensation is Latin: *invenimus* = "we have invented" (indication of time and personal pronoun).¹ On the contrary, the language of the new people, whose trade was in the first place a sea-borne commerce, is as much split up as possible.

"Sea-languages." The vowels flow into one another (diphthongs) like the billows of the sea.

(8) Italian: "La terra dei fiori, dei suoni, e dei carmi." (Manzoni.) Six diphthongs.

(9) English: "What frightened with false fire!" (Shakespeare, *Hamlet*, III, ii.) Four diphthongs.

(10) Cockney-English: "The most marked change of vowel sound is that of ei for ai, so that 'daily' becomes 'dyly'." (*Encyclopaedia Britannica*, 14th ed., 1929, vol. 5, p. 929.)

(11) Calabrian: "a dialect . . . , which approaches very much the Calabrian, because it likes to dissolve the vowels into diphthongs." (Gregorovius, p. 363.)²

Another example for a sea-language is the Ionic dialect of the old Greek language. Sometimes consonants are not spoken in sea-languages:

(12) Flemish: the words *heb gebroken* (= have broken) are pronounced *eb hebroken*.

(13) Dutch: *Heilige Nacht* is pronounced as *Eilike Nacht*.

It is worth while to remember the Chinese and Japanese geographical names of rivers and seaside towns.

¹ Latin seems to be the only great language of the Occident which does not know the use of articles. This is very important because the constant use of nouns in connection with the definite or indefinite article shows an analytic comprehension. The abstract notion gets in the concrete by using the article. Where the notion is generally used without the article, a lack of analytic thinking is expressed. Rome's great achievements are constructive ones—Roman law, Roman empire—not analytic ones. Roman philosophy is just "philosophy of life" (Stoa, Epicurism, Cynicism); there is no systematic philosophy. The natural history of Plinius is just a description of nature, not science. The Romans never created political economy. The Latin church based on Aristotle's system of the world, which is a logical, harmonious and accomplished construction, dislikes any analysis. Only at a very late time does analytic thinking break through again. It was disclosed by the mathematical natural science, anatomy, the modern "Venetian" method of bookkeeping and—the article in the French and Italian languages.

² Gregorovius, Ferdinand, *Wanderjahre in Italien*. Wolfgang Jess, Dresden, 1928, pp. 1184.

"Commercial languages." These indicate polishing of the beginning or of the ending; the business of merchants necessitates haste.

Beginning:

(14) Sicilian (Palermo): 'nsumma instead of *in somma*.

Ending:

(15) Frankfort: "*Es is(t) kää(ne) Stadt uff der weite(n) Welt, / Die so merr wie mei(n) Frankfort gefüllt, / Un(d) es will merr net in mein(en) Kopp (h)enei(n), / Wie kann nor e(in) Mensch net von Frankfort sei(n).*" (Friedrich Stoltze, *Gedichte*, 20th ed., 1908, vol. 2.)

(16) Milanese: Gospel according to St. Luke, chap. 15, verses 11-12 (taken from Biondelli, pp. 35-36).³ The Italian version is (a) and the Milanese, (b):

(a) "*un uomo aveva due figliuoli*

(b) *gh'era ón òm ch'el gh'aveva dū fìd*

(a) *ed il più giovine di loro disse al padre*

(b) *e 'l püssè giòvén de lóro el gh'a dít al pàder.*"

(17) Neapolitan: "*Ma tu—che ce vuò(i) fa(re)?*" E. A. Mario, *Male cunziglie* (taken from Tilgher, p. 89⁴).

"Languages of leisure." These are stopped languages which have the least dialect-significance; they are languages of the "country" and are without "life"!

(18) Southern English

(19) Sieneſe

(20) Hanoverian

"Languages of distinguished, exclusive society." In these every sound is spoken—in (22) even the *s* and the *t* separately.

(21) Oxford-English

(22) Hamburg-Bremen

The Formation of Words

It is certainly not by chance that water-languages are vowel-languages, while the languages of those who live by the soil are full of consonants. For water sounds and is ever shifting and flowing. Therefore a water-language will be a sounding one, and its vowels will often change. But the earth keeps silence nor does its shape change for millenniums. Therefore the languages of soil-dwellers are subdued; they are "consonant-languages"; and the consonants are the same throughout varying dialects.

The earth, being silent, makes man more and more silent. It levels down his speech. A significant example can be seen in what happens to the letter *s* in the sounds *sk*, *st* or *sp*. All seaboard peoples pronounce the two consonants separately. The Western Norwegians say *s/jilling* for *skilling*,

³ Biondelli, Bernardino, *Saggio sui dialetti Galli-Italici*, part 1. Giuseppe Bernardoni di Gio, Milano, 1853, pp. xlix+692.

⁴ Tilgher, Adriano, *La poesia dialettale Napoletana, 1880-1930*. Libreria di scienze e lettere, Roma, 1930, pp. 105.

and the Eastern Norwegians say *schjilling*.⁵ The Swedes say *s/kandi-navis/ka*; the Danes, *sgall* (=shall) for *skal*. The English say *s/school*, *s/student*; the inhabitants of Hamburg, *s/pringen*, *s/tein*; the Italians, *s/cuola*, *s/tudente*. But the inhabitants of North Germany, when the sound occurs at the beginning of a word, have elided it into *scht*—*stehen*—and the Bavarians, still farther from the sea, have even transformed the final sound into *ischt*.

Man can smooth down and level the surface of the earth, and he spends much of his time doing so. But never can he constrain the restless surface of the sea to remain unrippled. Intersect the waves and you get a horizontal and an ascending line—the position of the tongue when speaking the *s/k*. This is the sound you hear among people living near the seashore; whereas the levelled soil finds its counterpart in the flatter position of the contracted *scht*.

The sun also has a strong influence on the formation of sounds. Just as the southern sun gave to Florentine and Roman painting the intensity, variety and iridescence of its colors, so it produced there a full-sounding language, the language of the open vowel. The fainter sun, however, of the northern countries is reflected in the more subdued sound of the languages; the open vowel is transformed into a closed one with a weaker tone-color. As in painting, Rembrandt's twilight, the Dutch interiors and all the pastel-paintings are the product of a tempered sunlight and could never have come from Southern Europe, so the change from the full-sounding to the diminished closed vowel is to be attributed to the less luminous climate of the North. We can illustrate this by following the same word on its way from Southern to Northern Europe:

LATIN	ITALIAN	FRENCH	ENGLISH
pāgānūs	pāēsānō	pāysānt	pēasānt
Pālātiūm	pālāzzō	pālāis	pālāce
	mādāmā	mādāme	mādām
Ītālīā	Ītālīā	Ītālīe	Ītālī
īnīmīcūs	nēmīcō	ēnnēmī	ēnēmī
cīvīs	cīttādīnō	cītōyen	cītīlēn
gēnērālīs	gēnērālē	gēnērāl	gēnērāl
	mārēscīālō	mārēchāl	mārshāl
mārīnūs	mārīnāiō	mātēlōt	mārīnēr
hōnōr	ōnōrē	hōnnēūr	hōnō(u)r

Just as the color of the human skin, the feathers of birds or the blossoms of flowers are paler in proportion to their distance from the equator, the human tongue loses brightness and timbre. How colorless has Danish, where the deeply spoken *ø* sound plays so important a part, become! That fol-

⁵ Poestion, Joseph C., *Lehrbuch der norwegischen Sprache*. A. Hartleben, Wien-Pest-Leipzig, 1890, p. 46.

lows, according to our argument, from the fact that in Copenhagen sunset in winter is at three o'clock.

The classic example, however, of reaction in language-formation to the influence of the sun's rays is in the development of Italian from Latin. The final syllables of the fourth declension in Latin contain an open *u*: *us, u, uum*. The cooling down of the earth in general, as well as the fall in temperature which occurred about the year 1000, altered this open *u* into the closed *o* that has become one of the most essential characteristics of Italian since Dante. It is true that the temperature of Southern Italy with its subtropical climate is still rather high and that the open *u* has therefore, survived. (In Sicily and Sardinia people do not say: *Torre d'Annunziata, Torre del Greco, Palermo, Reggio*; they still say: *Turre d'Annunziata, Turre del Greco, Palermu, Reggiu*, and in the name of the town Cefalù (from Cephaloedium) the *u* is retained in the official spelling.)

Inversely, the Latin *u*-declension developed from the old *o*-declension about 230 B.C.⁶ Why? We have certain knowledge that at that time there was a long spell of drought such as has never occurred before or since.⁷ Extremely high temperatures were registered, and the closed *o* changed into the open *u*. The progress of *honor, onore, honneur, hono(u)r* corresponds to a continuous fall in the scale of temperature.

Grammar

Similarly man's outlook on life and its changes are expressed in the construction of his languages, namely, in their grammar.

In the antiquity of all nations polytheism prevailed. Polytheism is nothing more than the fact that people, recognizing many different activities in nature, attribute them to different causes, i.e., different gods. The variety of natural powers seems to them so great that they can apprehend no homogeneity but rather a clashing together of different powers. Nature acts in many ways and, because men are unable to attribute all these actions to a consistent denominator, it follows that there are many varieties of the words which denote acting, i.e., verbs. Hebrew (and old Judaism is the incarnation of the fight against polytheism) has not only thirteen conjugations, but each of these conjugations has seven genera⁸ like Greek, which still has four ways of conjugating. The polytheistic Romans also have four ways of conjugating; whereas the later, monotheistic peoples attributed all acts of Nature to one natural power and gradually arrived at

⁶ Bücheler, Franz, *Grundriß der lateinischen Deklination*. B. G. Teubner, Leipzig, 1866, p. 10.

⁷ *Encyclopaedia Britannica*, 14th ed., 1929, vol. 5, p. 827, "Climatic History."

⁸ Parallel to the seven Babylonian planet-gods: Marduk (Jupiter), Istar (Venus), Ninib (Saturnus), Nebo (Mercurius), Nergal (Mars), Sin (Luna) and Samas (Sol).

one single conjugation (i.e., in German and English); they have a so-called weak verb, beside which the strong or, better, irregular verb plays only a very limited part.

Of course, there is a time-lag, sometimes of millenniums, in a language's expression of outlook on life. Aristotle's monotheism is voiced by the variously conjugated Greek language; and in the very monotheistic Jewish confession of faith the old polytheism shines through—the sentence “*Adon-aj elohennu*” literally translated means “My Lord is our Gods.” The existence side by side of the strong and weak verb in English and German has a parallel in the conception of the co-existence of God the Father and God the Son.⁹

A strange phenomenon is the generic classification of all nouns in every language with the exception of English. If this attribution of each noun to a special genus is not a survival of totemism, it is certainly an expression of man's ancient anthropomorphic way of thinking. Probably, however, its meaning is as follows:

Remember that nearly all languages arose at a time when the average temperature of the earth was at least four degrees higher than it is today.¹⁰ Remember that the warmer the climate, the stronger are sexual impulses. We may then infer that the classification of nouns by genus means this: the creators of languages, in the foregoing centuries and millenniums, had the fact of the two sexes in man and the higher animals so much in their minds that they could not bring themselves to apprehend things as merely things without referring them to the male or female sex. That is the way of thought behind the English language which arose in a much cooler climate! Today sex still plays a much more important part in Southern Europe than in the North. And the majority of European languages sprang from the South where the perception that the higher animals as well as man are bisexual was so overwhelming that it was impossible to leave it out of consideration. Sex was the prevailing consideration; material objects were apprehended from this aspect alone, and they were accordingly classified.

Poetry

All classic poetry is the poetry simply and solely of rhythm. Rime is hardly known; only by chance or occasionally is it used. Antiquity's feeling for rhythm, however, was so highly developed that language was twisted simply for the sake of producing rhythmical sounds. In antique verse the accent of the prose word is altered to subordinate the word itself to the all-important rhythm.

⁹ Whereas the Christian trinity is reflected in the Greek active, medium and passive voice of the verb.

¹⁰ Cf. p. 355: “The cooling down of the earth in general . . .”

Rhythm itself is but a reproduction of the movement of the sea. As the preference given to the vowels is an expression of man's visual apprehension of the sea (your eyes show you how the waves melt into one another), so rhythm expresses his aural apprehension. In recurrent iambs, trochees or dactyls the dashing waves strike the hull and the surf beats the shores incessantly, thus arousing in man his feeling for rhythm. Rhythmical poetry is, therefore, sea-poetry. That, too, explains why the poetry of nations as yet unlearned in the ways of the sea and uninfluenced by the rhythmic poetry of foreign nations is always prose poetry. Think of the *Gilgamesh*, the psalms or the Song of Solomon.

Rhythmical poetry is still respected today, but it has lost its first importance, having been ousted by rhythmical rime-poetry. Whereas in purely rhythmical poetry the single verse-line is a whole in itself, rime-poetry is not complete unless lines are matched not only in rhythm but in the ending of the final syllables. This linking-up of two formerly independent lines by the rime (first found in the Gospel of the Alsatian monk Otfried in the ninth century and then introduced into European poetry by the Provençals) is the typical expression of a territorial way of thinking.

If several fishermen are fishing on the sea or if several merchants are doing business, the company of fishermen and the guild of merchants cannot guarantee the same returns to the various men. But if the ground is tilled, it is possible to assure an equal minimum output by allotting equivalent strips of arable land as was expressed very plainly in the hide-law of the early Middle Ages: "the arable land was owned by the community and was allotted to the several families or households only for usufruct."¹¹ "This much should be indisputable—the actual *Gewannen*-partition can only be understood as the wish of an independent community to make its members equal."¹² "The plots should be equal in respect of width and quality if possible."¹³ And just as the plots are equalized, so in the same way the verses of a poem are equalized by means of consonance in the final sounds. In the same manner as the ebb and flow—the rhythm—of the sea is expressed by the rhythm of a maritime people's verse, so the equal plots of a peasant folk give them a feeling for equality which is voiced by the symmetry of their rimes. Should a scientist now proudly point to the fact that rhythm is to be traced back to the rotation of the earth since the irregular radiation of layers of air gives rise to winds and thus to the beating of the waves, an agriculturist could similarly argue that the law of the decreasing productivity of the soil gave rise to the development of

¹¹ v. Below, Georg, *Probleme der Wirtschaftsgeschichte*. J. C. B. Mohr-Paul Siebeck, Tübingen, 1920, p. 7.

¹² *Ibid.*, p. 11.

¹³ Sombart, Werner, *Der moderne Kapitalismus*. Duncker and Humblot, München-Leipzig, 2nd ed., 1916, vol. 1, p. 48.

geometry and of the hide-law and thus was the prime cause of the poetry of rime.

There is a good reason for the fact that the Provençals of the twelfth century, living on the shores of the Mediterranean, were nevertheless the people who nurtured the idea of rime. It happened in the century when they were completely cut off from sea-traffic. They were forbidden by the Normans to land in Sicily, and two German emperors confirmed that edict; furthermore, Raymund of Toulouse had prohibited his own countrymen from putting to sea. (Both these prohibitions were made in favor of Genoa.) Thus the Provençals had to change to the territorial way of thinking and, this being the century of their poetical flowering, they expressed it in the popularization of rime—the “Leoninic verse” as it was called after that Benedictine friar who worked at Saint-Victor in Paris during the same century.

Apart from the shape of poetry—rime-poetry or rhythm-poetry—the manner of writing varies with the various peoples. Hebrew poetry favors the repetition of one and the same thought in as many wordings as possible. It is a poetry of opulence. Life becomes spacious and inviting only when man possesses more goods than are necessary for his most elementary needs. The stimulus of life is abundance—hence, the detailed description of the Tabernacle and the glorification of the treasures of the Queen of Sheba, of Solomon’s temple (it was the second golden age after the expulsion from Paradise) and of the riches of Tyre and Sidon. Only riches can beautify life, and therefore a language is a fine and poetical one only if it is rich, if thoughts are not expressed in their barest forms like skeletons but in the copiousness of words. Old Hebrew, the language of metaphors, is the typical expression of Judaism’s anti-ascetic view of life, the delight in abundance.

If, in contrast, in Homer’s Greek the same phenomenon (sunrise, for instance) is described over and over again in the same terms, this is but the first intimation of the central problem of Greek philosophy, which was developed some centuries later—the problem of the *ontos on* (the actually being), the prime cause from which all elements and morals originated. There, at last, was found in some phenomena something not subject to change—a “state of being” of a certain process. The continual repetition of the same words for the same process gives us the first presentiment of what it was that fundamentally stimulated the whole Greek spiritual world later on—the question of something that is eternal though expressed in the phenomena of change. This change is in itself eternal, and for the unchangeable we require an adequate expression, the continual repetition of the same words to describe the eternal change.

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A Plea for Graded Reading Texts

THE publicity given the language courses in the Army Student Training Program has caused an enormous increase in the public interest in foreign language study. The public being what it is, there is good reason to suppose that this interest will die down about as rapidly as it rose, but there will be a residue of impression for a while. That the impressions gained by the public were largely erroneous does not make any easier the task of the foreign language teacher who is working under traditional conditions. We are expected to do what the Program is *thought* to have done, and we are expected to do it without the advantages which the Program had over us. We may have a few of them in some places for a while, but they are not likely to last. Therefore we must continually be on the watch for ways to improve our teaching without special advantages.

To justify ourselves and our subject we must give our students something that is clearly worth while. To some degree we must enable them to understand (speech and print) and on occasion to be understood (in speech and in writing). The first requisite in all of these is *words* (seen or heard, written or spoken). Some grammar is convenient and desirable, but very little is really essential to understanding or being understood.

Most of our students want to be able to speak the foreign language they study but, when they discover that it means work, they are not very enthusiastic about it. Moreover, spending extra hours in classroom or laboratory without the tangible reward of extra hours of credit toward graduation dampens their enthusiasm completely.

Anyway, what *is* the ability to speak? No adult citizen of this country above the intellectual level of imbecile is unable to speak English (or what passes for English), and yet an appalling percentage of our young men were not well enough equipped educationally to be stood up in the infantry and shot at by enemy troops. We had to have army-camp schools to take care of the situation. Of course, we are probably in no danger of producing a generation of foreign language illiterates, although it has been suggested. Quite the contrary, we are getting back to a less hysterical frame of mind—one in which we are able to see that a relatively easily-acquired reading ability may have more lasting value than a sort of hot-house-forced oral facility. It is still a good idea not to put all of one's eggs into the same basket.

Obviously a well-drilled, active oral vocabulary must of necessity be smaller than a passive, though usable, reading vocabulary. How large a vocabulary does one need in a foreign language just barely "to get along" conversationally? How large must it be merely "to get along" if one is high enough up the ladder toward erudition to want to *read* something? We have to answer those questions—at least one of them—if we are to give effect-

ive instruction in our classes. We must know what we are doing, that is, have definite aims and then plans for realizing them.

After we settle the question of what to teach we should look about for good tools—textbooks. Do we habitually choose our texts carefully? Are we able to find good ones, that is, texts suited to our individual classes, taking into consideration the previous preparation they have had?

Reading usually presupposes some work of a grammatical nature in a beginning book. Beginning books have changed greatly in the years since Spanish became popular. A widely-used beginners' grammar published thirty-five years ago had somewhat over 3000 words in the end-vocabulary, with individual lesson vocabularies of fifty words each. Nowadays some of the popular beginning books have very few over 500 words all told, and a vocabulary of 1000 words is considered large for a beginning text. At least one author has apologized for going beyond that number.

Many teachers like to use reading material along with fairly early grammar study, but unless this material is incorporated in the grammar one has difficulty in finding material suitable for such use. Too many readers are merely selections of more or less acceptable text accompanied by a vocabulary and exercises, the latter often quite perfunctory. Not enough attention is given to arranging material in order of difficulty, and very little material is provided for use on the 500 to 1000-word level. It seems that most of the graded readers for the so-called "intermediate" stage start at the 2000-word level.

Investigation has shown that the maximum density of new words allowable for really readable material is about two per cent. Students cannot read a 2000-word story with a 500-word vocabulary. They may dig out some of the meaning if they have time enough, but they are not reading and they will not learn the extra 1500 words merely by looking them up in the vocabulary. And when could they find time to do more than merely look up such a disproportionate number of new words?

In our use of terms there is a great deal of confusion that should be cleared up. Most readers are prepared for "intermediate" or "second-year" students. Ideas differ as to how many words our students should be able to handle when they reach the intermediate stage. Furthermore, this idea is confused with that concerning the total vocabulary that should be known by the *end* of the intermediate period.

The editor of a recently published ungraded Russian reader indicates that it is intended for students who have had about one year of Russian, that is, for second-year students. Evidently he thinks they should learn and at the same time be able to handle a very large vocabulary. This is the way he expresses it: "When the student has finished the book he will have learned thousands of new words and idiomatic expressions." Whatever he means by "thousands," a reviewer of the book takes exception in these words: "Teachers of other languages are satisfied if their students know

2000 words after two years. Why should students of Russian be expected to know more?"

Here is an idea from what I suppose is an "elementary" reader—"designed to fill the gap" between the introductory lesson book and the novel or play. That sounds "intermediate," but elsewhere the editor says: "It is assumed that the student, before beginning this book, has studied Spanish grammar for at least six weeks, . . . and that he possesses a vocabulary of, say a thousand words of the language of every-day speech." The end-vocabulary, which is complete except for cognates and a few other small categories, seems to contain about 2100 words. Therefore, the student is expected to know about half of the words before beginning this reader. But, where in the U. S. A. do students learn a thousand words in six weeks, when so many of our grammars do not even have that many words in the whole book? That is over 50 words a recitation, including the days just before and after football games!

Another recently published reader "designed for use with intermediate students" (in the words of the preface) has about 5640 words in the end-vocabulary according to my estimate. There is no mention of grading as to difficulty.

A study of these and many other prefaces gives rise to a question: What do editors mean by "intermediate"? Are they all talking about the same thing? Does it mean the second year or an indeterminate period between elementary and advanced work? In the latter case, how long is the elementary period? A year? When does advanced work begin? In the fourth year? It does not matter much until another question is answered: How long is a year? A laconic "two semesters" (or "three quarters") does not answer the question at all. Semesters vary greatly in length. Some semesters are 45 recitations long, some are 60 and some are 75—depending upon whether the class meets three, four or five times a week.

Therefore, second-year students in some sections of the country have generally had only six hours of previous work in the language (are these "intermediates"?), while second-year students in another section have had eight hours and in still another region, ten—almost twice as much. Are these the "intermediates" at the beginning of the second year? Certainly they are not equivalents.

It should be clear that the terms "intermediate" and "second-year" are a snare and a delusion. We simply cannot choose our readers on the editors' opinion that they are suitable for "intermediate" or for "second-year" students. It would be impracticable, of course, for the editors to say that a given textbook is suited for use after a certain number of hours of previous preparation; there is too great a variety in the number of hours a week, to say nothing of the confusion resulting from the use of the terms "semester hours" and "quarter hours." Besides it would be presumptuous for editors with five-hour-zone standards to tell teachers in the three-hour zone

that they should be able to use their texts on a parity with the others.

There is a way, however, to avoid the whole difficulty, and that is for editors to indicate in the preface to *every* elementary and intermediate text exactly how many words are used in it and how they conform with the words in Buchanan's list or some other well-known word-list.

One of the newest readers to reach my desk has over 3500 words by the editor's statement. It is a graded reader that starts at the 2000-word level. Not being a presumptuous man, the editor does not say whether the book is suited for intermediate or advanced work, for the first semester or the tenth—for which we are duly grateful. We know from his preface what the vocabulary of his book is, and we can put it in our courses where it fits, without his advice. It is an honest book, not trying to sell itself at the same time to both elementary and advanced classes.

Some of our sophisticated colleagues make merry at the expense of the word-counters. One of them had this to say in print a few years ago about an ambitious, ungraded reader: "We are spared the counting of words to show how well the various authors adhered to frequency lists as they spun their tales of adventure or imagination, or poured out their souls in poetry." Very neatly, nay beautifully, quipped, but it wholly misses the point. Modern language teaching has its critics—perhaps more numerous today than ever—and it may be partly because we will not be realistic and admit that students can't "read" a 5000-word anthology when they know only the vocabulary of a 1000-word beginning book.

Why not begin reading with a small vocabulary and progress to a larger one? As some one has suggested, most of us get to the steak-eating age all the better for having started on milk and gone through the porridge stage. What if the word lists *aren't* perfect? They are better than nothing, and anyway, better ones are coming. The greatest need now is a broad list that will take care of what have been called "environmental words." That problem has its difficulties, but after all colleges are not trade-schools. We should be able to work out a unit list that will prove satisfactory.

Our students deserve the best tools that we can recommend—texts that fit in with the books they have previously used. The editors could give objective descriptions of the vocabulary and idiom content of their texts with very little extra labor, and then classroom teachers could choose elementary grammars on whatever basis best suits their particular institutions or regions and be able to find follow-up material that could be efficiently integrated with the work already completed. An effective vocabulary doesn't "just grow" in the minds of our students. Planning is needed to build it up as rapidly as possible but without discouragement to the pupil and harm to his attitude toward the work and our subject.

THOS. A. FITZ GERALD

*University of South Carolina,
Columbia 19, S. C.*

Editorials

Professional Responsibility an Evidence of Professional Spirit

It is a commonplace to remark that the best practitioners of a profession seem to be those who regard it as a calling rather than merely as a job. Another common observation is to the effect that true professional spirit is demonstrated by the man or woman who feels and acts as if his or her profession is the most important, or among the most important, in the world, and that for him or her to change to another kind of work is wholly unthinkable. That, I believe, is the inner attitude of most teachers, for obviously, under prevailing economic conditions, they would not be in the teaching profession unless they regarded it as a real vocation, a "calling" in the truest sense. Only occasionally is my firm faith that teachers of Spanish or Portuguese, or of other foreign languages, share this high sense of professional loyalty shaken somewhat by actual experience with individual teachers. An instance or two may be in point.

The first case is that of the teacher who suddenly finds his job threatened by an attempt—usually by members of the "lunatic fringe" of ultra-Progressive educators or administrators—to reduce or eliminate modern foreign languages in his school or college. He turns—naturally enough—for assistance in combatting this manifest stupidity to our Association, or to *Hispania* and its editor, or to the National Federation of Modern Language Teachers Associations, or to Professor Girard's excellent French Information Bureau, or to some other organization supported by his colleagues—but not by him.

Somehow, unfortunately, he has never had interest enough to join one or more of the organizations to which he is so ready to "holler for help" in time of need; or he "could not spare" the modest membership fee (only two dollars in the case of The American Association of Teachers of Spanish and Portuguese, slightly more in the case of other similar organizations) that some thousands of his fellow-teachers cheerfully contribute in order that he and others like him may have an organization and a journal to which to turn for professional help. Strangely enough, this type is sometimes a little arrogant in his demands: he wants immediate service, and lots of it—at others' expense. Of course we aid him, if we can, whether he appeals to the AATSP, or the AATF, or the AATG, or the National Federation, or to one of the language journals; but we cannot help wondering about his ideas on what constitutes professional responsibility on his end. The temptation to remind him that he isn't a member of the group to which he appeals, or a

subscriber to its journal, is pretty strong at times, and I am afraid we don't always resist it.

A second case is that of the teacher who feels the urge to express himself on some problem of teaching, or on some literary or scholarly problem, and who sends off his contribution to one of the professional journals, to which again he has apparently never had any inclination to subscribe. Here again he is likely to demand instant service and prompt publication, though his manuscript may show clearly that he has no acquaintance with the type of material wanted or with the "style" of the publication, conformity with which may save editor and printer much unnecessary labor. These would-be contributors never seem to realize that the reason a publication outlet is available to them is that, again, some thousands of their fellow-teachers *are* interested enough to contribute their respective mites annually to insure that that journal will continue to be published and to serve the profession. My characterization of these individuals, in moments of self-communion, is that they suffer from *cacoethes scribendi* but not from *cacoethes subscribendi*.

Finally, there is the teacher who apparently just "doesn't give a darn" about professional organizations or professional journals—who closes up shop and goes home, or to bridge, or to the movies, as soon as he or she can get outside the doors of the school; who never worries about "keeping up" professionally, or improving in the daily performance of tasks, so long as the pay-check comes in regularly and he or she isn't bothered by too much interest on the part of pupils or supervisors. Examination of the mailing list of *Hispania*, or of the *Modern Language Journal*, or other similar publications, is revealing on this point. Large city school-systems, for instance, in which dozens of teachers of Spanish or of the other foreign languages obviously must be employed, are often represented on the subscription lists by a half-dozen teachers or less. I do not care to specify the cities I have in mind, but if you teach in almost any one of the larger cities, I do mean yours. In some cases, supervisors or department heads apparently check up on this matter of professional responsibility; in others, it evidently never occurs to them that a ready measure of professional spirit among their teachers is acceptance of professional responsibility, a prime evidence of which is membership in the appropriate professional associations and subscriptions to professional journals.

Everyone knows the old story about the preacher who lectures those who *do* attend church about the shortcomings of those who do not. Frankly, that is what I am now doing, in the hope that those who *do* measure up to their professional responsibilities in this regard will be sufficiently stirred up about it to talk plainly to their associates who do not. No one likes to be considered a "sponger"; but that is the only way to describe members of the three groups of whom I have written. Most of them are doubtless not consciously at fault; all they need, I am sure, is a more or less gentle re-

minder about the importance of professional responsibility and professional spirit in educational work, another name for which is plain, ordinary good citizenship.

HENRY GRATTAN DOYLE

[This editorial has been reprinted from the May, 1947 *Hispania* with the gracious permission of its author, the capable editor of the journal in which it appeared. *Ed.'s note.*]

New Assistant Editors

We wish to call attention to the appearance of four new names on the editorial staff. These people whose names appear for the first time as Assistant Editors of the *Journal* are well-known and capable workers in their field. It is a pleasure to welcome them to the staff and to commend them highly to the readers of the *Journal*.

Professor John T. Reid, University of California at Los Angeles and author of *Modern Spain and Liberalism*, will present each year a summary of Spanish American books of special interest to teachers. His first survey appeared in the May number.

Dr. Angel González Palencia, co-author of an excellent *Historia de la literatura española* and author of numerous studies on Spanish and Arabic-Spanish literature, has undertaken to present a survey of current literary developments in Spain. His first survey, which appears elsewhere in this number, reviews not only the Spanish literary production of 1946, but notes also the changes and additions in the field of periodicals since the Civil War. The latter material will not appear in subsequent reviews since it is out of the ordinary scope of the *Journal*.

Professor O. A. Bontempo, director of the Language Workshop of the College of the City of New York, has presented in previous numbers a summary of Italian literary production. That of 1946 appeared also in the May *Journal*.

Professor Lila Pargment, head of the Russian work at the University of Michigan, has consented to fill the place vacated by Mr. Michel Benisovich. She will be in charge of reviewing books in Russian.

We should like to express publicly our appreciation to the older members of the staff who continue to give generously of their time and efforts. It is their cooperation and effectiveness which make the *Journal* what it is. In the near future we hope to add to their number Assistant Editors who will survey the annual literary production of Brazil, France and Germany.

Announcements

Nueva Revista de Filología Hispánica

The *Nueva Revista*, published by the Colegio de México and Columbia University under the editorship of Amado Alonso (Harvard University), is the literary successor to the *Revista de Filología Hispánica*. Formerly published by the Instituto de Filología of the University of Buenos Aires in conjunction with the Hispanic Institute of Columbia University, it continues the work and contribution of the old periodical but has no other connection. The Associate Editors are: William Berrien, Américo Castro, Antonio Castro Leal, Fidelino de Figueiredo, Hayward Keniston, Irving A. Leonard, María Rosa Lida, José Luis Martínez, Agustín Millares Carlo, José F. Montesinos, Marcos A. Morfínigo, S. G. Morley, Tomás Navarro, Federico de Onís, José A. Oría, Alfonso Reyes, Ricardo Rojas, José Rojas Garcidueñas, Angel Rosenblat, Manuel Toussaint and Silvio Zavala.

Meetings

The annual meeting of the Association of Modern Language Teachers of the Middle States and Maryland will be in Atlantic City on the Saturday following Thanksgiving.

The twentieth Anniversary meetings of the American Association of Teachers of French will be held in Detroit the last week in December.

Weimar-Jena Summer College

It is planned to reopen the college in the summer of 1948. Among others, courses in literature, psychology and philosophy will be offered. For further information write to Miss Christine Till, "Braybourne" Sasqua Hills, East Norwalk, Conn.

New Alphabet

The Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Illinois, publishers of the *World Book Encyclopedia*, announces that it will cooperate with Mrs. E. H. Wilder, missionary, in popularizing a 28-letter alphabet to replace the complicated alphabet used in the Tamil area of South India today. The new alphabet, originated by Mrs. Wilder, will be used for printing a monthly magazine containing educational articles based on the *World Book*.

Graduate Study in Argentina

The Argentine National Cultural Commission, in cooperation with the Institute of International Education, will select two United States graduate students as recipients of fellowships for study in Argentina. The fellowships provide round-trip travel and 5,000 pesos covering the period from March 1 to December 31, 1948. For further details and application blanks (which must be completed and in the hands of the Institute before October 31, 1947) write to the Institute of International Education, 2 West 45th Street, New York 27, N. Y.

Teacher Examinations

Arrangements are now being made by the American Council on Education for the establishment of examining centers for the ninth annual administration of its National Teacher Examinations. The examination results are used as *one* of the factors in the selection of teachers. Correspondence regarding cooperation in the project should be addressed immediately to David C. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, N. Y.

Notes and News

We are happy to announce that Dean Henry Grattan Doyle of The George Washington University, Washington, C. D., has been appointed to UNESCO as the representative of the Modern Language Association. Dean Doyle is editor of *Hispania* and was editor of the *Modern Language Journal* during one of its most effective periods. With his experience on numerous committees and commissions in the field of modern languages Dean Doyle is eminently qualified for this important post. We congratulate both Dean Doyle and the Modern Language Association on this happy selection.

The second Northwestern State College Foreign Language Conference was held May 2 and 3, 1947, at Natchitoches, Louisiana. About fifty papers pertaining to the general theme of "Foreign Languages for Living in One World" were presented under the general directorship of Jonah W. D. Skiles.

During the four weeks beginning May 12, 1947, the Library of Congress (in cooperation with the Division of International Exchange of Persons, the Interdepartmental Committee on Scientific and Cultural Cooperation and the governments of the Latin American republics) sponsored an Assembly of Librarians of the Americas. The general theme of the conference was "The Library in the Americas—A Blueprint for Tomorrow." The special topics were: "The Modern Library as a Social Institution," "Resources of the Modern Library," "Technical Development in the Modern Library" and "The Library Faces the Future." The purpose of the Assembly was to "foster library development in the Americas and to stimulate library relations among the countries of the Americas, within the framework of world library development, and in the interest of world-wide Hispanic studies."

The Institute of Latin American Studies of the Mississippi Southern College of Hattiesburg, Mississippi, sponsored its first annual Modern Language Workshop and Conference from June 24 to 27. Round table conferences and discussions of the latest methods in teaching foreign languages with emphasis upon aural-oral approach were held. The Institute's Director, Professor Melvin G. Nydegger, also arranged for various exhibits of texts, realia, visual aids, and Latin American and French art.

The newly-elected Chairman and Vice-Chairman of the College Publishers Group are Henry B. McCurdy (Macmillan) and William C. Cobb (Houghton-Mifflin). They form with William M. Oman (Oxford), Harry P. Graves (McGraw-Hill) and T. J. B. Walsh (Scribner's) the Executive Committee.

The American Book Center for War Devastated Libraries is continuing its program through 1947 and is renewing its appeal for "donations of books and periodicals, for publications of intellectual merit in all fields, and particularly for volumes published in the last ten years. Ship contributions to the American Book Center, c/o the Library of Congress, Washington 25, D. C., freight prepaid, or write to the Book Center for further information."

Wayne University, Detroit, Michigan, now offers courses in Polish with full credit toward fulfillment of language requirements. The need for, and interest in, such courses developed from the presence of 350,000 Poles in the Detroit area.

The American Association of Teachers of French has established a placement bureau at Miami University, Oxford, Ohio, under the direction of Professor Wm. Marion Miller. For a registration fee of \$3.00 it is planned to establish a liaison service between schools with vacancies and teachers qualified for such positions.

Some Realia for French Classes

Last summer while driving through the region around Quebec and Montreal, I began to jot down in a notebook a few of the French signs along the way. It seemed to me that students in the classroom would enjoy knowing the French equivalents of some of the common road signs and bill-board notices. This is an age in which students want to know the practical uses of the language which they are studying. They want to feel that it is a living language used by everyday people to express everyday ideas.

In addition to a small collection of road signs I acquired three French menus very willingly given at my request. The first is from Kerhulu, the well-known restaurant in Quebec; the second is from the Château de Blois, a French hotel in Trois Rivières, and the third is from the Café Martin in Montreal. Parenthetically I recommend that every visitor to Canada have a meal at one or all of these places. They serve excellent food at very reasonable prices. At the Château de Blois, a hotel with a distinct French atmosphere, the dining-room tables were set with beautiful, linen-damask table cloths and napkins!

Teachers may find use for this realia—French-Canadian signs and French menus—and be encouraged thereby to gather more for themselves and their classes.

I. Road signs

Arrêt!—Stop!

Arrêt-Autobus—Bus Stop

Attention!—Look out!

Cahot—Bump

Chemin cahoteux—Rough Road

Chemin fermé—Closed Road

Défense de flâner—No Loitering

Défense de Stationner (Stationnement interdit)

—No Parking

Diminuez vos lumières—Dim your lights

École—School

Gardez la droite—Keep to the right

Lentement—Slow(ly)

Petite Vitesse—Low Gear

Pont étroit—Narrow Bridge

Prenez la voie centrale pour dépasser seulement

—Take the center lane for passing only

Ralentissez—Slow down

Traverse de Chemin de Fer—Railroad Crossing

II. Bill-board and store signs

Artisanat—Craftsman's shop*Boucher*—Butcher*Buvez le Pepsi-Cola, rafraîchissant, satisfaisant*—Drink Pepsi-Cola, refreshing, satisfying*Crème à la glace*—Ice cream*Dans l'intérêt de votre gorge fumez Luckies*—
In the interest of your throat smoke Luckies*Épicerie*—Grocery store*Gazoline (essence), l'huile à moteur*—Gasoline, motor oil*Ici on change l'huile*—Change oil here*(Industrie) linière*—Flax industry*Laiterie*—Dairy*Margarine Bonnet bleu*—Blue Bonnet Margarine*Nettoyage de chapeaux*—Hat cleaning*Peinture Duco*—Duco paint*Pesanteur*—Scales*Pneus Goodrich*—Goodrich tires*Scellé à vide*—Vacuum packed*Sellier-Cordonnier*—Sadler and Shoemaker*Terre (terrain) à vendre*—Land (lot) for sale*Tondeuse de gazon à vendre*—Lawn mower for sale*Vendeur en gros et en détail*—Dealer in wholesale and retail*Voiture à vendre*—Car for sale(In a bank window): *Louez un coffret pour la garde de vos valeurs*—Rent a box for your valuables—*Coffrets de sûreté*—Safety deposit boxes(Sign in a restaurant): *Nous ne sommes pas responsables des objets perdus ou échangés*—We are not responsible for objects lost or exchanged*Le thé Salada est délicieux*—Salada tea is delicious (This tea seems to be almost as well advertised as the Singer Sewing Machine used to be.)

III. Menus (printed in French and English)

Café Martin (Montreal)

*Hors d'oeuvres**Potages**Essence de tomate en gelée**Consommé alphabet**Soupe aux pois Canadienne**Jus de tomate ou d'orange**Poisson**Filet de haddock sauté Meunière**Saumon froid mayonnaise**Entrée-Rôti**Omelette au fromage**Foie de volaille sauté Chasseur**Vol au vent au poulet**Poulet sauté aux champignons**Poulet rôti**Légumes**Épinards en branche**Pomme purée ou bouillies**Fromage**Oka—Roquefort—Swiska—Canadien**Soups**Essence of Tomato in Jelly**Consommé Alphabet**Canadian pea soup**Tomato or Orange Juice**Fish**Filet of Haddock Meunière**Cold Salmon Mayonnaise**Entree—Roast**Cheese omlet**Chicken Liver Chasseur**Chicken patty**Chicken Sauté with Mushrooms**Roast Chicken**Vegetables**Spinach**Mashed or Boiled Potatoes**Cheese**Oka—Roquefort—Swiska—Canadien*

Dessert

Pouding au caramel
Pâtisserie française
Sorbet
Thé—Café—Lait
Fromage ou dessert au choix

Château de Blois

Dessert

Caramel pudding
 French Pastry
 Water ice
 Tea—Coffee—Milk
 Option of cheese or dessert with meals

Table d'Hôte

Jus de légumes
Consommé vermicelli
Crème Fédora

Choix de

Filet de sole frit, sauce tartare
Oeufs brouillés au fromage
Épaule d'agneau braisée aux légumes
Foie de veau et bacon
Poulet sauté Chasseur
Rognons de porc sautés au Madère
Côte de boeuf rôtie au jus
Pommes de terre nature ou sautées
Navets au beurre

Choix de

Tarte à la Rhubarbe
Prunes confites
Pouding au son granulé avec sirop
Gâteau caramel
Crème glacée: vanille ou érable
Fromage canadien doux ou oka

Repas servis depuis 7 hrs A.M. jusqu'à 9 hrs P.M.

Vegetable Juice
 Consommé Vermicelli
 Cream Fedora

Choice of

Fried Filet of Sole, Tartar Sauce
 Scrambled eggs with Cheese
 Braised Shoulder of Lamb with vegetables
 Calf Liver and Bacon
 Chicken Sauté Hunter Style
 Pork Kidneys sautés au Madère
 Roast Ribs of Beef au jus
 Potatoes Boiled or Sautées
 Buttered Turnips

Choice of

Rhubarb Pie
 Stewed Prunes
 Grapenut Pudding with Syrup
 Caramel Cake
 Vanilla or Maple Ice Cream
 Canadian Mild or Oka Cheese

Meals Served from 7 A.M. until 9 P.M.

HELEN MACHAN

Kent State University
Kent, Ohio

Vanderbilt University has recently established an Institute for Brazilian Studies Work is available on both an undergraduate and graduate level. Cordell Hull Fellowships in International Affairs are available to graduate students. For further inquiries address Professor T. Lynn Smith, Director, The Institute for Brazilian Studies, Vanderbilt University, Nashville 4, Tennessee.

The Forgotten Teacher

In our discussions of how to improve the methods of teaching languages, and in our effort to find out why language study has often been unpopular, we have tended to shove into the background the decisive factor: the personality of the individual teacher. Each of us has assumed that his method is the best way to teach a modern language. The weakness in this line of reasoning is the fact that a method is not a teacher. Given a teacher who likes people and has no pet grudge against the human race, any one of the current methods will achieve better results than will an ideal method with an antisocial teacher. For some inscrutable reason the teachers of modern languages are in some cases among the most unpleasant members of a faculty. That alone is enough to make young people dread their courses. Also, their place in the curriculum is questioned by colleagues who have unhappy memories of their own student days in foreign language classes. On the other side of the picture, a humane and understanding language teacher has voluntary propaganda agents scattered throughout the student body.

The following characteristics of a good language teacher are more fundamentally important than the question of what method he employs: (1) a fondness for people, (2) a fondness for his subject and (3) preparation for classes.

(1) A sincere friendliness of personality on the part of the teacher contributes vitally to student morale. A teacher whose approach is positive, rather than negative, minimizes errors and calls attention to achievements. By the time that most of our students come to us, their previous teachers have already given them a sense of linguistic inferiority. It is up to us at the outset to convince our students that a foreign language represents a chance to start anew with a clean slate. In a native language, used for many years, mistakes stand out. In a foreign language mistakes are naturally to be expected, but what is done correctly is noticeable and worthy of comment. Every student works better under a certain amount of pressure; but nobody responds to ridicule, threats and humiliation.

(2) A good language teacher must be genuinely but sanely fond of his subject. The overly eager teacher, who wants every student to become an expert interpreter or a budding philologist, will set a pace that the average student will not even attempt to follow. No teacher can expect the majority of a class to duplicate his own enthusiasm for a certain modern language; however, he can tactfully induce them to share his enthusiasm, and he can get them to realize that the people who speak the language are likeable fellow-humans and potential friends.

(3) In the matter of neglect in preparing for classes, college teachers, who have higher salaries and shorter hours, are more apt to sin than are their overworked high school colleagues. Also within colleges and universities, the higher the rank and the longer the string of posterior initials, the greater is the temptation to go to class unprepared. The odd notion exists that, when a man holds a Ph. D. degree or a professorial rank, the need for preparation would imply an inadequate knowledge of the subject. (Of course, linguists are by no means the only faculty members who are sometimes guilty in this regard.) No two classes are alike; not even two sections of the same course are identical in their grasp of new linguistic problems. By previewing new difficulties and reviewing old ones, a good teacher prevents new mistakes and corrects old misconceptions.

Commenting on the teaching of French, the late Dr. Margaret E. Hudson stated a principle that applies to the teaching of any foreign language: "As the result of much thought and experiment the writer has become convinced that the usual procedure in the treatment of pupil error is wrong. The usual procedure is to deal with mistakes as they occur. Day after day and day in and day out, the teacher will call on the class to correct or will himself correct those common errors as they arise. If he has taught any length of time he knows what mistakes are common, knows where the textbook contains mistakes either in the French or in the presentation of some principle. He could prophesy just what mistake the pupil is likely to make. My contention is that being able to anticipate most of the errors the teacher should not allow the

pupil to make them. The railways employ what are known as 'trackwalkers.' Their duty is to remove obstacles from the tracks and see that they are in good order and give warnings. The teacher's duty is of a similar nature."¹

Assignments made on snap judgment, while the bell is ringing, are often unreasonably long and vague. The planless teacher, however brilliant he may be, gives his students the uneasy sensation of riding in a bus with a drunken driver.

By all means let us clear the air by free discussions of the relative merits of different methods, but let us never forget that the teacher is greater than the method.

JOHN L. MARTIN

Marshall College
Huntington, West Virginia

¹ Hudson, Margaret E., "J'accuse," *MLJ*, February, 1942, p. 140.

*Personalialia**

Adrian College, Adrian, Michigan

Appointment: Elsa M. Saleski—Associate Professor of German and Spanish.

University of Alabama, Tuscaloosa, Alabama. Department of Romance Languages.

Appointments: Linton C. Stevens (from Michigan State College) and H. A.

Van Scoy (from U. S. Naval Academy)—Associate Professor. Harold Titus—Acting Assistant Professor—from Montana State University.

Promotions: M. E. Butterfield and C. B. Wicks—to Professor. J. W. Schweitzer—to Associate Professor. Margaret Davis—to Assistant Professor.

Retirements: J. C. Dawson and J. B. Rippere—after seventeen and twenty years of service respectively.

Return from leave: Wade Coleman—from U. S. Naval Service—promoted to Professor.

University of Arizona, Tuscon, Arizona. Department of German.

Appointments: Gerhard H. Mundinger—Assistant Professor—from University of Wisconsin.

Death: Herbert DeWitt Carrington, Professor of German. Died August 2, 1947. At Arizona since 1924.

Promotion: Frederick J. Schmitz—to Associate Professor.

Boston University, Boston, Massachusetts. Department of German.

Promotions: Erich G. Budde and Arthur J. Watzinger—to Assistant Professor.

Brown University, Providence, Rhode Island. Division of Modern Languages.

Appointments: Alan Holske—Associate Professor of German—from University of Minnesota. Raoul A. Pelmont—Assistant Professor of French—from Harvard University.

Leave of Absence: David James—to study in France and Argentina under the auspices of Rockefeller Foundation.

Promotions: Hunter Kellenberger—to Professor of French. Albert J. Salvan—to Associate Professor of French. David James and Isidore Silver—to Assistant Professor of French. K. Roald Bergethon—to Assistant Professor of German. Juan López-Morillas—to Associate Professor of Spanish. Leon Livingston—to Assistant Professor of Spanish. Lewis H. Gordon—to Visiting Associate Professor of Italian. Walter J. Schnerr—to Assistant Professor of Romance Languages.

Resignation: Renato Pogglioli, Associate Professor of Italian—to Harvard.

Retirement: Robert McBurney Mitchell—after 33 years of service.

* These items were received between August 1 and August 12, 1947. Only those of professorial rank are included.

Bucknell University, Lewisburg, Pennsylvania

Appointments: Lowell B. Ellis—Assistant Professor of French—from University of Pennsylvania. Albert M. Blume—Associate Professor of German—from Syracuse University. Lydia Holm—Assistant Professor of Spanish—from University of Wyoming.

Resignation: John L. Lapp, Assistant Professor of French.

Butler University, Indianapolis, Indiana. Department of Romance Languages.

Promotion: Clide E. Aldrich—to Professor and Director of Graduate Division.

Resignation: Clyde L. Clark, Assistant Professor—to enter diplomatic service.

Retirement: Gino A. Ratti, Head of Department of Romance Languages and Dean of College of Liberal Arts. Retired from the deanship, September 1, 1947, but continues as head of the department.

California Institute of Technology, Pasadena, California

Promotion: Paul Bowerman—to Associate Professor of Modern Languages.

College of Charleston, Charleston, South Carolina. Department of Modern Languages.

Appointment: W. H. Miller, Jr.—Associate Professor.

Resignations: Herbert E. Ketcham, Associate Professor and Graydon M. Hough, Assistant Professor—termination of one year appointment for both.

Retirement: Clarence A. Graeser, Professor Emeritus—retiring from part-time teaching service for war period.

University of Chattanooga, Chattanooga, Tennessee. Department of Modern Languages.

Return from leave: Assistant Professor William H. Sutton—from Navy and one year of teaching and studying at Columbia University.

University of Colorado, Boulder, Colorado. Department of Modern Languages and Literatures.

Appointments: Augusto Centeno—Associate Professor of Spanish—from Princeton University. Bernice Udick—Assistant Professor of Spanish—from University of Wyoming.

Leave of absence: Stuart Cuthbertson, Professor—summer quarter, 1947-48.

Ralph E. Warner, Professor—fall quarter, 1947-48. Paul-Louis Faye, Professor—second term, summer quarter, 1947-48.

Promotions: Gerhard Loose—to Associate Professor of Germanic Languages. Ralph E. Warner—to Professor of Romance Languages.

Columbia University, New York, New York. Departments of French and Germanics.

Appointments: Jean Hytier—Visiting Professor of French. Reginald Phelps—Assistant Professor of German—from Harvard. Helen Mustard—Assistant Professor of German—from Wellesley. Henry C. Hatfield—Assistant Professor of German—from Williams.

Leave of absence: Norman L. Torrey, Professor of French—winter session. Justin O'Brien, Associate Professor of French—spring session. Jeanne Varne—Assistant Professor of French—1947-48.

Return from leave: Pierre Clamens—Assistant Professor of French—from France.

Cornell College, Mt. Vernon, Iowa. Department of French.

Promotion: Eugene Elkins—to Head of French Department.

Resignation: Ruby Claire Wade.

Dartmouth College, Hanover, New Hampshire. Departments of Romance Languages and Department of German.

Leave of absence: Howard F. Dunham and Foster E. Guyer (French)—first semester. George E. Diller, Wm. D. Maynard and Léon Verriest—second semester—sabbatical leaves.

Promotions: Frank G. Ryder—to Assistant Professor of German. Leroy J. Cook and George E. Diller—to Professor of Romance Languages.

Emory University, Emory University, Georgia. Department of Romance Languages.

Promotion: George R. Keys—to Assistant Professor.

Florida State College for Women, Tallahassee, Florida

Appointment: Lincoln D. Canfield—Head of the Department of Modern Languages—from the University of Rochester.

Leave of absence: Margie Burks—to study and travel in Colombia, S. A. Mildred Finnagan—to study at the University of Michigan. Lucy Lester—for study and travel in Colombia.

Promotion: Margaret Campbell—to Assistant Professor—returned from leave.

Retirement: A. R. Seymour—Head of Department of Modern Languages.

Georgia State College, Savannah, Georgia. Department of Romance Languages and Literature.

Appointment: Grace E. Hunt—Assistant Professor—from Morris Brown College.

Haverford College, Haverford, Pennsylvania. Department of German.

Appointment: Friedrich Bruns—Visiting Professor.

Leave of absence: J. A. Kelly, Professor—to study and do research in Switzerland.

Return from leave: H. W. Pfund, Associate Professor—from French zone, Germany, American Friends Service Committee.

Indiana University, Bloomington, Indiana. Departments of French and Italian and Department of German.

Appointments: Samuel F. Well—Professor and Chairman of Department of French and Italian—from the University of Illinois. Michail Ginsburg—Professor of Russian—from the Department of State. Marion Porter—Assistant Professor of French—from Southwestern University. Hubert J. Meesen—Professor and Chairman of Department of German—from the University of Wisconsin. Hans Jaeger (from Rutgers University) and Norbert Fuerst (from the University of Wisconsin)—Associate Professor.

Promotions: Antoinette Bellant—to Assistant Professor of French. Donald S. Berrett and Grace Nealy Martin—to Assistant Professor of German.
Resignation: John L. Riordan—to the University of Virginia.

James Millikin University, Decatur, Illinois.

Appointment: Morris Bench—Assistant Professor of Modern Languages—from Lake Forest Academy.

Johns Hopkins University, Baltimore, Maryland. Department of Romance Languages.

Appointments: Vincente Llorens—Assistant Professor of Spanish. L. J. Benoit—Assistant Professor of French.

Promotions: C. S. Singleton—to Professor of Italian. L. O. Forkey—to Assistant Professor of French. Anna G. Hatcher—to Associate Professor of French.

University of Kansas, Lawrence, Kansas. Department of Romance Languages and Literatures.

Appointments: J. R. Ashton—Assistant Professor of Spanish—from Wichita University. Edith Kern—Assistant Professor of French—from McPherson College.

Retirement: May Gardner, Professor of Romance Languages—after 38 years of service.

University of Kentucky, Lexington, Kentucky. Department of Romance Languages and Department of German.

Appointments: Betty Eilertsen—Assistant Professor of Romance Languages. Anna F. Odor—Assistant Professor of German—from the University of Illinois

Death: C. R. Melcher (German). March 23, 1947.

Leave of absence: R. J. Niess—to be Visiting Professor at Harvard, 1947-48.

A. W. Server—Sabbatical leave to spend 1947-48 in South America.

Promotion: Paul K. Whitaker—to Associate Professor of German.

Resignation: John Keller—to the University of Tennessee.

Return from leave: (Romanic Languages) Blaine W. Schick—from Sabbatical in France. Margaret Hosefield—from Sabbatical. J. E. Hernandez and John H. Ubben—from the military leave.

Knox College, Galesburg, Illinois. Department of Modern Languages.

Promotion: Lawrence S. Poston, Jr.—to Professor.

Return from leave: Sherman W. Brown—from Sabbatical leave spent in study and travel in Mexico.

Lincoln Memorial University, Harrogate, Tennessee. Department of Foreign Languages.

Appointment: Amelia E. Clark—Assistant Professor—from U. S. Armed Forces Institute.

Promotion: Eileen C. Collier—to Associate Professor.

Louisiana State University, Baton Rouge, Louisiana. Department of Romance Languages.

Appointment: A. Bruce Gaarder—Assistant Professor—from Morningside College.

Promotion: Martin E. Erickson—to Associate Professor. J. A. Thompson—to Professor.

Resignation: Daniel S. Wogan.

Marshall College, Huntington, West Virginia.

Appointment: Rene Pino—Assistant Professor of Spanish.

Miami University, Oxford, Ohio. Department of Romanic Languages.

Resignation: E. P. Shaw, Associate Professor—to State Teachers College, Albany, New York.

Return from leave: L. P. Irvin, Professor and Chairman of Department—from military leave with AMG in Germany.

University of Miami, Coral Gables, Florida. Department of Modern Languages.

Appointments: Georges Bally—Associate Professor of French—from Vanderbilt University. Albert M. Ivanoff—Assistant Professor of German—from Westminster College. Gregorio Palacin Iglesias—Assistant Professor of Spanish—from Dominican Republic.

Leave of absence: Leonard P. Muller, Professor of French and Spanish—to study at Harvard University.

Promotions: R. Y. Ellison—to Associate Professor of French and Spanish. Pedro R. Hiribarne—to Associate Professor of Spanish. Lee E. Butterfield—to Assistant Professor of Spanish. Melanie R. Rosborough—to Professor of German. Aileen N. Topping—to Assistant Professor of Spanish.

Return from leave: R. A. Whitehouse, Associate Professor of Modern Languages—from Universidad del Cauca, Popayan, Colombia.

Montana State University, Missoula, Montana. Department of Modern Languages.

Appointment: Robert M. Burgess—Assistant Professor.

Promotions: Paul A. Bischoff—to Professor. Thora Sorenson—to Associate Professor.

Retirement: Louise G. Arnoldson, Professor.

New York University, New York, New York (Washington Square College). Department of French.

Resignation: Oliver Towles will resign as Chairman of the Department of French, effective February 1, 1948. However, he will still be teaching as Professor of French.

New York State College for Teachers, Albany, New York. Department of Modern Languages.

Appointments: Edward P. Shaw—Professor—from Miami University. Stewart Denslow—Assistant Professor—from the University of Virginia.

Promotions: J. Weesley Childers—to Professor and Head of the Department. M. Annette Dobbin—to Assistant Professor.

Resignations: Florence Cuthbert. Labor Gómez—to the University of Puerto Rico.

Retirement: John A. Mahar—after 35 years of service.

University of North Carolina, Chapel Hill, North Carolina. Department of Romance Languages.

Promotions: Hugo Giduz—to Professor of French and Chairman of Elementary French. Alfred G. Engstrom and R. W. Linker—to Associate Professor.

Northwestern University, Evanston, Illinois. Department of Romance Languages.

Resignations: Elton Hocking—to Purdue University. José Sanchez to the University of Illinois.

Oberlin College, Oberlin, Ohio. Department of Romance Languages.

Appointments: John C. Lapp—Assistant Professor of French—from Bucknell University. Lawrence A. Wilson—Assistant Professor of French and Italian—from the University of Minnesota.

Promotion: Norman P. Sacks—to Assistant Professor of Spanish.

Resignations: Ernest R. Moore—to Syracuse University. Walter Naumann—to the University of Wisconsin.

University of Oklahoma, Norman, Oklahoma. Department of Modern Languages.

Appointment: Ruben Landa—Visiting Professor of Spanish—from Instituto Luis Vives, Mexico.

Leave of absence: Frederick Eddy, Assistant Professor—to study at the University of Pennsylvania.

Promotions: Basse Clement—to Associate Professor of French. Gerhard Wiens—to Associate Professor of Modern Languages.

Resignation: Pierre Delattre, Professor of French—to the University of Pennsylvania.

University of Oregon, Eugene, Oregon. Department of Foreign Languages.

Appointment: David M. Dougherty, Professor of Romance Languages and Head of the Department of Foreign Languages.

Retirement: Ray P. Bowen, Head of Department of Romance Languages.

Return from leave: George F. Lussy, Professor of Germanic Languages.

University of Pennsylvania, Philadelphia, Pennsylvania. Department of Romance Languages and Literatures.

Appointment: Pierre Delattre—Associate Professor—from the University of Oklahoma.

Leave of absence: Otto E. Albrecht, Assistant Professor—to the Intergovernmental Committee on Refugees, Wiesbaden, Germany. H. U. Forest, Associate Professor—to do research. M. Romera-Navarro, Professor, Visiting Professor—to the University of Texas.

Promotions: Carlos Lynes, Jr.—to Assistant Professor. Carlos Clavería—to Associate Professor. William Roach—to Professor.

Return from leave: Otis H. Green, Professor—from research at University of California Library.

University of Pittsburgh, Pittsburgh, Pennsylvania. Department of Modern Languages.

Appointments: Wm. B. Buffurn and Joseph A. Cuimo—Full Time Lecturer. Elizabeth Waelti—Visiting Professor of French and German—from the School of Interpreters, University of Geneva, Switzerland.

- Promotion: Joseph A. Mastronic—to Assistant Professor.
Return from leave: Blossom H. Massey, Associate Professor—from Buenos Aires.
- Randolph-Macon Woman's College, Lynchburg, Virginia. Department of Romance Languages.
Appointment: Helene Crooks—Adjunct Professor—from Government Service, Washington, D. C.
Retirement: Sallie T. M. Harmanson, Professor. After 44 years of service.
Return from leave: Ethel Winterfield Smith.
- Rutgers University, New Brunswick, New Jersey. Department of Romance Languages.
Appointment: Jose Vázquez-Amaral—Assistant Professor—from Swarthmore College.
Promotion: Clarence E. Turner—to Associate Professor.
Resignation: Richard W. Ross—to join staff of United Nations.
Retirements: Edmond W. Billetdoux, Professor (1907-47). Leigh W. Kimball, Associate Professor (1913-47).
- Shurtleff College, Alton, Illinois. Department of Modern Languages.
Appointment: Ella M. Staggs—Associate Professor—from National College for Christian Workers, Kansas City, Missouri.
- Stanford University, Palo Alto, California. Department of German.
Appointment: Helmert R. Boeninger—Assistant Professor—from San Francisco Junior College.
- Syracuse University, Syracuse, New York. Department of Romance Languages.
Appointment: Ernest R. Moore—Professor—from Oberlin College.
- University of Tennessee, Knoxville, Tennessee. Department of Germanic Languages and Department of Romance Languages.
Appointments: John E. Keller—Assistant Professor—from University of Kentucky. Robert Avrett—Assistant Professor—(from American Institute, Director, Buenos Ayres (all of Department of Romance Languages). H. Woodrow Fuller—Associate Professor of German—from the University of Wisconsin.
Promotions: W. E. Stiefel—to Professor. G. E. Wade—to Professor.
Resignation: Margaret M. Ramos—to Birmingham Southern College.
- University of Texas, Austin, Texas. Department of Germanic Languages.
Promotion: George Schulz-Behrend—to Assistant Professor.
- Union College, Schenectady, New York. Department of Modern Languages.
Appointments: Robert J. Hicks—Assistant Professor of German and Music. John Iwanik—Assistant Professor of Spanish and Russian. Frederick A. Klemm—Assistant Professor of German.
Promotion: Gordon R. Silver, Professor of Modern Languages—to Chairman of Department of Modern Languages.
Retirement: George H. Danton, Professor and Chairman of Department of Modern Languages.

University of Vermont, Burlington, Vermont. Department of Romance Languages.

Appointment: Summer Willard—Assistant Professor—from U. S. Military Academy.

Promotion: Roland F. Doone—to Associate Professor.

Wake Forest College, Wake Forest, North Carolina. Department of Modern Languages.

Promotion: Harold D. Parcell—to Professor.

Resignation: Wm. C. Archie—to Duke University.

Return from leave: Harold D. Parcell—from military service.

Washington College, Chestertown, Maryland. Department of German.

Appointment: George D. Rathje—Professor—from Washington and Jefferson College.

Resignation: Arthur L. Davis, Professor—to Pennsylvania College for Women.

Washington University, St. Louis, Missouri. Department of German.

Appointment: Raymond Immerwahr—Assistant Professor—from National Service.

Wayne University, Detroit, Michigan

Appointments: H. Linn Edsall—Associate Professor of French—from Yale.

Marianne Ordon—Assistant Professor of German (substitute)—from University of Chicago.

Westminster College, Fulton, Missouri

Appointments: J. Hamilton McCoy—to Professor and Head of Department of Spanish.

William Jewell College, Liberty, Missouri. Department of Modern Languages.

Return from leave: Wilbur J. Bruner, Professor of Spanish—from U. S. Naval Academy.

University of Wisconsin, Madison, Wisconsin. Department of German.

Appointments: Heinrich Henel—Visiting Professor—from Queens University, Kingston, Ontario. Walter Gausewitz—Associate Professor—from Ohio State University. Walter Naumann (from Oberlin College) and Werner Vordtriede (from Princeton)—Assistant Professor.

Leave of absence: Friederich Bruns.

Resignations: Hubert W. Meesen, Associate Professor—to become Chairman of Department at Indiana University. Norbert Fuerst, Assistant Professor—to become Associate Professor at Indiana University.

College of Wooster, Wooster, Ohio

Promotion: Wm. I. Schreiber—to Professor Head of the Department of German.

University of Wyoming, Laramie, Wyoming. Department of Modern and Classical Languages.

Resignation: Bernice Udick, Assistant Professor—to University of Colorado.

Yale University, New Haven, Connecticut. Department of French.

Leave of absence: Andrew R. Morehouse, Associate Professor—for research.

Kenneth N. Douglas, Assistant Professor—to be Visiting Lecturer at Harvard University.

Reviews

ATKIN, E. L., *Lettres commerciales*. Sir Isaac Pitman and Sons, Ltd., Toronto (Pitman Publishing Corporation, New York-Chicago), pp. 112. Price, \$1.00.

This book is designed to supply reading material, containing a distinctively commercial vocabulary in French, for use in high schools. It is made up of specimens of business correspondence, grouped according to subjects and graded in difficulty within each group. These letters, we are assured, "represent actual transactions" and are presented in virtually their original form. It is suggested that the less advanced students might read the easier letters under each heading, the longer and more difficult ones being reserved for pupils of a higher grade.

The collection comprises 141 letters classified under fourteen headings. Since these cover a considerable range, "the most usual forms and expressions found in business letters" can be fairly represented. In addition there are ten pages of advertisements of various sorts, a short section devoted to *formules de fin de lettres*, a list of useful idiomatic expressions à apprendre par coeur, and finally a French-English vocabulary, in which nouns are preceded by articles to indicate their gender.

The book is obviously intended for use by Canadian students. Certain words or expressions marked with an asterisk are thereby pointed out as "commonly used in Canada," as for example *le char* in the sense of "freight car." The attentive reader may notice other peculiarly Canadian items not thus marked, such as *stock* in the sense of shares in a corporation, or "C.O.D." for *contre remboursement*. Details of this sort, however, are of no great importance. Independently of the country with which one might be preparing to handle correspondence, this book ought to prove helpful as a first manual for any student who is already familiar with French in a general way but not particularly with the specific vocabulary or special forms employed in business letters.

LOUIS FOLEY

Ecole Champlain
Ferrisburg, Vermont

BOTTKE, KARL, G., *Brief Oral French Review Grammar*. F. S. Crofts and Company, 1947, pp. 128. Price, \$1.40.

Every word of the title is meaningful. A careful examination reveals that in each of the thirty chapters the author has faithfully kept in mind that "The purpose of this book is to review from both the oral and written standpoints the essentials of French grammar, the principal irregular verbs, and the most frequent idioms, as employed in a series of dialogues on a variety of practical subjects."

With respect to previous preparation, a college class in second-year French is quite heterogeneous, which fact helps to explain the need for a book that unifies the grammatical concepts of all the students and that affords new situations in which to use the principles being reviewed. Since it is possible that interest in French is decreased by the voluminous beginning texts, any review grammar should be characterized throughout by clearness, conciseness and palatability.

Students as well as teachers should like Professor Bottke's book. Each lesson, covering about two and one-half pages, presents: one or two irregular verbs and an important point of grammar, a dialogue stressing both the verbs and the grammar already treated, a questionnaire and an exercise in composition based closely on the dialogue. In the main body of the

text French is used exclusively except in the composition to be translated. Thinking in terms of whole ideas is constantly emphasized even in the conjugation of the verbs.

In the short appendix of twenty-seven pages can be found ample coverage of all the parts of speech and essential points of grammar with explanations in English. Here the regular and auxiliary verbs are conjugated in detail with English equivalents; for the irregular verbs all necessary forms are given in connection with *les temps primitifs*. Under the uses of the subjunctive I should have included volition. Following the appendix are French and English vocabularies and the index.

Reproducing the dialogues *verbatim* or with changes or additions should provide plenty of profitable fun. One does not stand still. For, after acquainting himself with the classroom and the home, he moves out to meet other people in restaurant, hotel, store, beauty salon, barber shop, dentist's office and *bureau de tabac*; communicates by telephone, postoffice and radio; relaxes a bit at a movie, theater, game of bridge or picnic; enters into the celebration of holidays; and even engages in the pleasant pastime of discussing health, the calendar and the weather.

The corrections to be noted are: page 15, an accent needed for *espère*; page 35, *leurs cadeaux* for *leur cadeaux*; and page 99, *sentez* for *sentens*.

The author, in the preface, gives many helpful hints about how the book could be used, one lesson per week, throughout the year, and suggests that elementary classes in conversation might use it with profit. Here, however, as in the case of the omission of many minor details of grammar, he is aware of the fact that the teacher is still the motivating force in the classroom and has accordingly left some things for him to do.

I am glad to see in the one small book a sane and satisfying treatment of grammar linked with the living French language.

CHARLES D. MOREHEAD

Muskingum College
New Concord, Ohio

BRIQUET, PIERRE-E., *Pierre Loti et l'Orient*. Editions de la Bracconnière, Neuchâtel, 1945, pp. 614.

This is a "must" book which anyone interested in Loti and his works can read with great advantage.

The title is misleading; a more appropriate one would have been *Loti et l'Islam*. As the author warns us in his introduction, he does not study Loti's relations with India except to explain his religious evolution and his interest in theosophy, and since he barely mentions his amorous adventures in Japan, *l'Orient* is more or less limited to Turkey.

Consequently M. Briquet devotes very substantial space to Aziyadé and to the unhappy love-affair which influenced so strongly Loti's life and writings, especially *Les désenchantées*. M. Briquet gives us a penetrating analysis not only of this famous novel but also of *Le secret des désenchantées*. The latter was published shortly after Loti's death by Madame Marc Hélys, the Djénane of Loti's novel, whom Loti knew as the Circassian Leyla but who was in fact a Frenchwoman and a writer.

Loti's attraction to, and sympathy for, Turkey and the Turks, even during the first world war, and his distrust of Armenians and Greeks, are described at great length. At the same time M. Briquet points out, quite accurately, that most of the people whom Loti befriended in Turkey were not Turks, which makes his analysis of Loti's turcomania all the more interesting.

Despite the fullness of details, the book reads easily. The twelve chapters are all provided with adequate footnotes and preceded by a very complete synopsis.

A few grammatical errors and misprints were corrected in the *errata*, but there are others as follows: p. 20, *le froid qui vous étreints* (omit s); p. 21, *où souriaient le reflet* (should read *souriait*); p. 53, *soufle* (*souffle*); p. 62, *considérez comme transitoire* (add s) *les choses*; p. 169,

étonnement (*étonnement*); p. 177, *moi* (*moi*); p. 179, *l'élémeion ntestiel* (probably *l'élément essentiel*); p. 254, *scènes de la Passions* (omit *s*); p. 280, *ausi* (*aussi*); p. 288, *en face* (omit *cedilla*); p. 340, *pres-prescription* (*prescription*); p. 341, *lu* (should read *lui*); p. 366, *gradait* (*gardai*); p. 574, note 3, *orince* (*prince*), *ce doujr* (probably *ce jour-là*); *n'aura-til* (*n'aura-t-il*); p. 577, *s ouvrir* (add an apostrophe); p. 583, *vénération pour les parents poussés* (should read *poussée* since it refers to *vénération*); p. 599, *qui se sont succédées* (should be *se sont succédé*, *se* being an indirect object); p. 599, *au premiers* (omit *s*) *vers*.

Inaccuracies such as these are more or less unavoidable in any first printing and very likely will be corrected in a subsequent edition. It would be decidedly unfair to dwell upon them instead of recognizing the merits of this valuable contribution to nineteenth-century literature.

AGNÈS DUREAU

Western Reserve University
Cleveland, Ohio

BARKER, M. L. AND HOMEYER, H., compilers, *The Pocket Oxford German Dictionary*. Oxford (Clarendon Press), 1946, pp. xvi+432. Price, \$1.50.

This little volume is a welcome addition to the existing list of German-English dictionaries. Its size is truly pocket size, which is made possible by the use of India paper. An excellent printing job offsets the slight disadvantage of the somewhat small type (antiqua). In the introduction the compilers stress their intention of presenting "the German language in such a way as to reflect the *current* vocabulary of daily life and its manifold activities." Scope and exclusions respectively are explained by this aim. With this in mind one can say that the aim has been achieved. No dictionary can be complete. Those which aim at completeness soon grow out-of-date; those which are to be up-to-date must, for practical considerations, limit their scope. It seems only fair to accept the decision of compilers as to what to exclude and what to include. Otherwise an interminable list of disagreements suggests itself.

The scope of this review does not allow a complete comparative check against other dictionaries. It was thought more practical to put the volume to the test of actual use with a modern, conversational and colloquial collection of essays with a liberal sprinkling of idioms. The response of the dictionary was wholly satisfactory. The up-to-date and colloquial way of translation which is given, as well as the inclusion of many current idioms, was particularly gratifying. On the basis of his own experience, then, this reviewer would state that the dictionary will constitute a very excellent help to the student of German in reading non-specialized material.

The reviewer was puzzled by the list of names given as Appendix I which covered five pages. No explanation of the principles of selection was to be found. Geographical names made widely known through the recent war (*Aachen*, *Abessinien*, *Afrika* (*sic!*), *Amerika* (*sic!*), *Argentinien* and others), biblical references and some easily "translatable" names like *Gottfried*-*Godfrey*, *Heinrich*-*Henry*, *Johann*-*John*, *Lilli*-*Lily*, *Parzival*-*Percival* and the like seem to comprise the list. On the other hand, Appendices II and III (abbreviations and weights, measures and money) are always helpful, especially when they include recent additions. The usefulness of Appendix IV, War and Political (Nazi) Terms, is undoubtedly considerable at this time, especially to English-speaking persons in ETO. Whether this usefulness will last, particularly in an otherwise non-specialized dictionary, seems doubtful.

Spot-checks on a "hunt" for minor errors produced among others the following: *Knarre* is given as "rattle"; its colloquial meaning of "gun" (military) is omitted, although many other such colloquialisms are included. The fact that this is an English rather than an American publication accounts for renderings such as "penny dreadful" instead of "dime novel" for *Kolportageroman*, "ladder" instead of "run" for *Laufmasche*, "bandy legs" instead of "bow legs" for *O-Beine* and others. It is doubtful whether all teachers of German will be happy with some results of the arrangement within the various articles, which is strictly alphabetical and

results in *Krieg-shafen*, . . . -shelfer and other odd looking forms. *Bürge* is given only as "bail, guarantee, security," while it should—in addition, if not primarily—refer to the "war-rantor, the person willing to post bail for another."

This list of errors, while it could be enlarged by a complete check, in no way detracts from the intrinsic value of the volume.

H. R. BOENINGER

Stanford University
Palo Alto, California

ARJONA, DORIS KING, *Fronteras*. Scott, Foresman and Company, New York, 1947, pp. 480. Price, \$2.48.

High school teachers of Spanish will be interested in *Fronteras*, a new text for first-year Spanish. The book is especially designed for use in high school and contains all the material needed for a first year course.

Although *Fronteras* contains enough varied material to be adapted to any method of teaching, the author stresses speaking. In her own words to the "*¡Señoritos viajeros!*" in the first two pages, she says, "If speaking Spanish is what you want (and of course it is!), give *Fronteras* hard use."

The work on pronunciation is spaced throughout the book instead of being concentrated in the beginning or end. The Spanish alphabet and a summary of the pronunciation of vowels and consonants are given on pages 64 and 65. The sounds with a more detailed and accurate explanation of some are reviewed throughout the remainder of the book.

There are fifty-one dialogue patterns, which include practically all the expressions needed in ordinary conversations ranging from simple greetings and ordering meals to making dates and cutting in at a dance. Exercises of various types help to build the student's Spanish and stress the aural-oral goal.

Fronteras gives the student an excellent picture of the geography, people and culture of the Spanish-speaking nations and the Spanish influence in this country. To accomplish this, the author has divided the book into the following seven units: I—Highway of America, II—Spain in Our Part of America, III—Mexican America, IV—Spain's Gifts to America, V—Central America, VI—Island America and VII—South America. Sixty reproductions of varied things in Spanish such as menus, advertisements, announcements, a telegram, a candy recipe, a high-school report card, a laundry list and others, will help to create an interest in the Spanish-speaking countries and will also give the students something to talk about in Spanish. In addition to the factual articles in Spanish there are two stories, four short plays and seven songs. There are also several full-page and half-page pictures of scenes from Spanish-speaking countries and seven maps with accompanying geographical exercises.

Instead of the conventional method of presenting verbs, the author has given questions and answers using all the forms except *tú* and *vosotros*, which are given in parentheses afterwards. These sentences are followed by clever drawings which vividly show what the subject is. Charts, shaded for the stem of the verb, which is written in white, have the endings and translations in black on the white background. A black background with the words in white is also used for pronouns and radical-changing verbs.

The vocabulary, given on the bottom of the page below the reading material, is divided into words to remember and words for reference. The author has made no comment as to how the different graded lists of words were used in the book. A hasty count by the reviewer reveals that in the vocabulary at the end of the book there were 400 of the first 500 words from Keniston's *A Standard List of Spanish Words and Idioms*, almost 150 from the second 500, about 70 from the third 500 and almost 85 from the fourth 500. There are over 200 words not included in Keniston's list of the first 2000 words and their derivatives. Some of these are given in the words for reference and are not repeated in the end vocabulary.

The majority of these low frequency words are names of foods, local color words such as

gaucho, *rebozo* and the like, needed in describing the customs of the different countries and obvious cognates. Among the remainder there are names of sports, school subjects, clothing, radio terms and words needed in traveling. Those interested solely in the reading objective may criticize the inclusion of so many words not in the graded lists.

Some will object to the weight of the book which is rather large and heavy for daily use as a text. It would be difficult, however, to decide just what to eliminate to make the book lighter. The type and paper are excellent and should not be changed.

Fronteras should go far toward creating an interest in Spanish and our Spanish-speaking neighbors, and the reviewer predicts it will be welcomed by high school teachers and students.

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CASONA, ALEJANDRO, *La dama del alba*, edited by Juan Rodríguez-Castellano. Charles Scribner's Sons, New York, 1947, pp. xx+207. Price, \$2.00.

This *retablo en cuatro actos* offers striking evidence that the Spanish drama of today is still very much alive, although its chief exponents may find it convenient to spend their time outside of Spain these last few years. Alejandro Casona (whose real name is Alejandro Rodríguez Álvarez), like many other Spanish refugees, went to Argentina; and *La dama del alba* was first performed in the *Teatro Avenida* of Buenos Aires, November 3, 1944. Since that date it has been presented in various South American countries and in Mexico to the enthusiastic acclaim of public and critics alike.

La dama del alba is written in a clear prose characterized by vigor and charm. It treats of the age-old theme of the inevitability of Death, a motif worn slightly threadbare since the early *Danza de la muerte*. Yet this present version is no mere re-working of shop-worn materials into an intriguing new guise; so skillfully is the theme varied and so different the character of Death (who is the *dama del alba*), that one is never unpleasantly conscious of literary antecedents. Death is depicted as inexorable, to be sure, but also as intensely human and inherently kind. Her visits sadden her almost as much as they do the families visited.

Professor Rodríguez-Castellano has accomplished the task of converting a popular stage drama into what should prove to be a stimulating classroom play. The notes at the bottom of the pages are copious and, for the most part, excellent. There is an adequate introduction in Spanish, and the appendix contains full explanations, in English, of difficult or interesting references. There are *preguntas* and *temas* that should facilitate greatly the use of Spanish for conversation and composition during class periods, and a Spanish-English vocabulary completes the pedagogical paraphernalia. The editor's confidence that the play may be used in second-semester classes, however, seems a bit optimistic. It appears better adapted to second-year classes in most schools.

The errors noted are trifling ones that do not impair comprehension. Page 43, note 14, repeats *the before speaker*. Page 66, note 7, has *Tristam* for *Tristram*. Pages 88, line 1, and 132, line 6, have *Abuelo* for *abuelo*. On page 88, line 13, *Mire abuelo* should be *Mire, abuelo*; and page 122, line 6, has a similar omission of the comma in *también comadre* for *también, comadre*. Page 94, line 1, has *vo ya* for *voy a*, and page 122 wrongly gives Martín as singing the song. *Coro* or *Todos* would be correct in this instance as Martín does not appear until the song is ended by the group. These minor defects, and perhaps an occasional trace of rather broad colloquialism in the notes, do not lessen materially the value of the play for classroom use.

La dama del alba should be hailed as a most welcome addition to the number of first-class contemporary Spanish texts now available.

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KAULFERS, WALTER VINCENT, *Voces de las Américas*. Henry Holt and Company, 1947, pp. xiii+476+li. Price, \$3.20.

Voces de las Américas, one of a series of three books by Walter Vincent Kaulfers of Stanford University, provides a comprehensive program of study for beginning students of Spanish. Its material is planned to meet the needs and abilities of students in grades 7-10; however, because the series is set up for self-instructional progress, this book, as well as the companion texts, enables students at any ability or maturity level to advance as rapidly as they wish and can be adapted for use at any grade level. Materials presented in this text were tried successfully in the thirty schools participating in the Eight-year Study of the National Commission on the Relation of School and College and in the schools of the Stanford Language Arts Investigation before the book was made available for publication.

This text is divided into two distinct parts which are in turn subdivided. The first is composed of six divisions: *Exploraciones Introdutorias*, *Nuestro Patrimonio*, *¿Quiénes Son Los Otros Americanos?*, *Los Antepasados del Indio*, *Vistas de España en el Nuevo Mundo* and *Con Libertad y Justicia Para Todos*. In these divisions are found stories, plays, auditorium programs and conversational aids whose themes add to the cultural enrichment of students at the same time that a knowledge of Spanish fundamentals is acquired. Through these, historical events and characters of Spain and Latin America are made real to the reader. Central emphasis is placed on Spanish America with sources for reading materials coming from the fields of literature, art, music, history, science, sociology and world affairs. Because Mexico is our nearest Spanish speaking neighbor, an even greater emphasis is placed on this country. The second major division contains in a well organized presentation the basic principles of grammar which are usually studied in the first-year classes. Instructions for the use of the exercises challenge the student to stimulating activity.

The teacher using this text will find the accompanying manual, *Modern Spanish Teaching*, of inestimable value. It gives excellent suggestions for classroom procedure and guidance for the inevitable problems of instruction. In it is found a helpful annotated bibliography of audio-visual aids. There is also a bibliography of books, periodicals, dictionaries and tests—all of which can be of great service in teaching Spanish.

The student using this text will thoroughly enjoy the large number of illustrations which, in themselves, teach much about the civilization—past and present—of Latin American countries. He will like his initial plunge during the first lesson into spoken Spanish and will attack with keen interest the numerous exercises which will give him the urge and the opportunity to speak another language.

A fleeting observation of *Voces de las Américas* might cause the Spanish teacher to think of it as a mass of materials without much organization; however, a closer look at its content and a thorough study of the accompanying manual will show that the author has provided for teachers and students of Spanish a text which offers to anyone who wishes to know Spanish and the people who use it an abundance of interesting and instructional material. Dr. Kaulfers with this series has made an outstanding contribution to the field of modern, progressive text books.

ISABELLE GOODWIN

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SANFORD, TRENT ELWOOD, *The Story of Architecture in Mexico*. W. W. Norton, New York, 1947, pp. xviii+363 (105 half-tone illustrations—Appendices). Price, \$6.00.

The W. W. Norton publishing company has given us yet another excellent, interestingly written and thorough source book. By "us" I mean teachers of Spanish, of Spanish American History and Spanish American Civilization. As I read this volume through, I found myself mentally jotting down pages to which to refer my students. I am sure that the wide-awake teacher will find this book of inestimable value.

Mr. Sanford makes an attempt to be thorough in his treatment of architecture, but he is careful to assure us that much background material in history, geography, painting and so forth must be included to make his work valuable. He takes the risk of being criticized for including too many interesting details, but for the purposes of most readers, little serious destructive criticism will be valid.

Fortunately for most of us, the author has struggled to keep his writing non-technical. Even those technical terms which are a minimum for dealing with the subject under discussion are carefully and simply explained in a very usable and useful *Glossary* (pp. 332-341). Another very excellent help for those who do not read Spanish is a section called *Spanish and Mexican Terms (General)* (pp. 341-343).

The period covered is from several centuries before the coming of the Europeans, the Spaniards in this case, to the present post war modernistic architecture. The oldest known architectural monument in America, the Cuicuilco Pyramid, and the latest half-finished, modernistic, concrete and glass brick office building mark the chronological limits of Mr. Sanford's book.

Mr. Sanford is not a reactionary in architecture. He realizes that each period, each people, each civilization must bring some changes to the kind of buildings we erect. He regrets that the rebirth of a "back to the Classics" movement from time to time has interfered with the orderly evolution that ought to take place in architecture. All through his *History* he calls our attention to the radicals who in their mistaken zeal have destroyed that which was good in the baroque or the churrigueresque. In spite of the great amount of destruction wrought by these radicals, Mr. Sanford has discovered and listed for us the best examples of the various styles of architecture in Mexico. His descriptions, some of them bordering on churrigueresque themselves, but never dull, will help us to see better on our next trip south of the border.

We have said above that Mr. Sanford has been very thorough. He has not satisfied himself with careful studies of Chichén Itzá and San Juan Teotihuacán. He has found and described for us, generally with illustrations, many smaller architectural groups and individual buildings. We are glad to have his more understandable, more human presentation of the larger items, but the smaller many times are even more important for the tourist who wants to get away from the main attractions.

The author evidently is interested in the people of the country as well as in their monuments. He seems to have more than a layman's interest in the language of Mexico. He has made an effort, generally a successful one, to spell the Spanish correctly and to put the accents where they belong. A hurried reading for content, with only a hasty glance at the typography, has brought to light only a few mistakes which I shall list for the publishers to study when printing again:

- p. 204, l. 5—(*Ploza de Armes*) change to (*Plaza de Armas*)
- p. 224, l. 17—*Herédia* change to *Heredia* (no written accent needed in Spanish name)
- p. 279, l. 17—*Martínez* change to *Martínez*
- p. 309, ll. 10-11—*Maximillano* change to *Maximiliano*
- p. 309, l. 22—*Matias de Galvez* change to *Matías de Gálvez*
- p. 341, entry—*Cantiña* change to *Cantina*
- p. 341, entry—*Conche* change to *Concha*
- p. 343—*Transito* change to *Tránsito*
- p. 344—*Chichen Itzá* change to *Chichén Itzá* (If the pronunciation is actually as indicated, (Chee-chen') then the final *e* must be *é*).
- p. 345 (pronunciation) (Teh-noach-tee-tlahn) change to (Teh-noch-tee-tlahn)

The History of Architecture in Mexico is a book of exceptional value for public libraries, school and college libraries, teachers of Spanish, Spanish American History, Spanish American Civilization, as well as architects. We prophesy a wide and continued sale. The author and the publisher are to be congratulated.

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Books Received

Miscellaneous

- Brown, Alan Willard, *The Metaphysical Society—Victorian Minds in Crisis, 1869-1880*. Columbia University Press, New York, 1947, pp. xiv+372. Price, \$4.50.
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- Tuve, Rosemond, *Elizabethan and Metaphysical Imagery*. University of Chicago Press, Chicago, 1947, pp. xiv+442. Price, \$6.00.
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- Balakian, Anna, *Literary Origins of Surrealism—A New Mysticism in French Poetry*. King's Crown Press, New York, 1947, pp. x+160. Price, \$2.75.
- Baudelaire, Charles, *One Hundred Poems from "Les fleurs du mal,"* translated by C. F. MacIntyre. University of California Press, Berkeley and Los Angeles, 1947, pp. xiv+400. Price, \$5.00.

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- Brody, Clara Carnelson, *The Works of Claude Boyer*. King's Crown Press, New York, 1947, pp. 167. Price, \$2.50 (paper-bound).
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